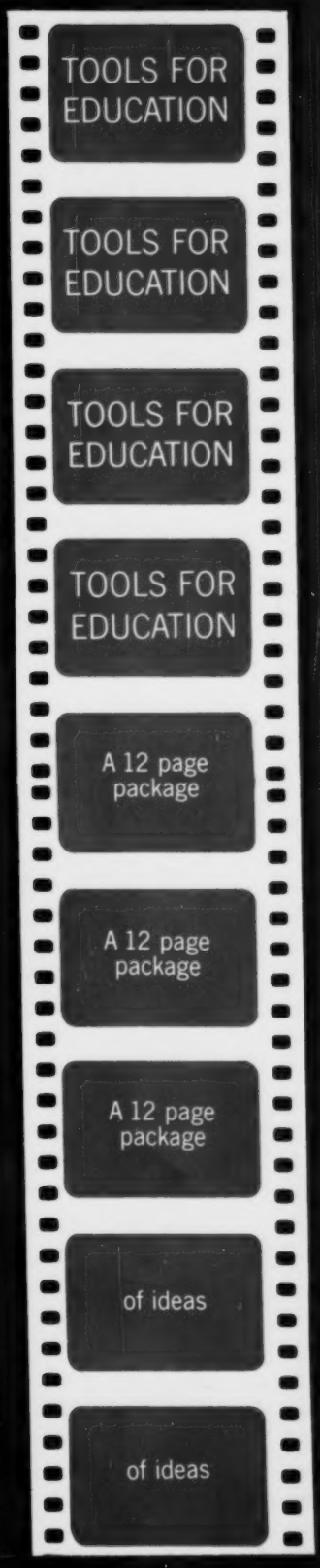
OVERVIEW

For All Educational Executives

FEBRUARY 1960



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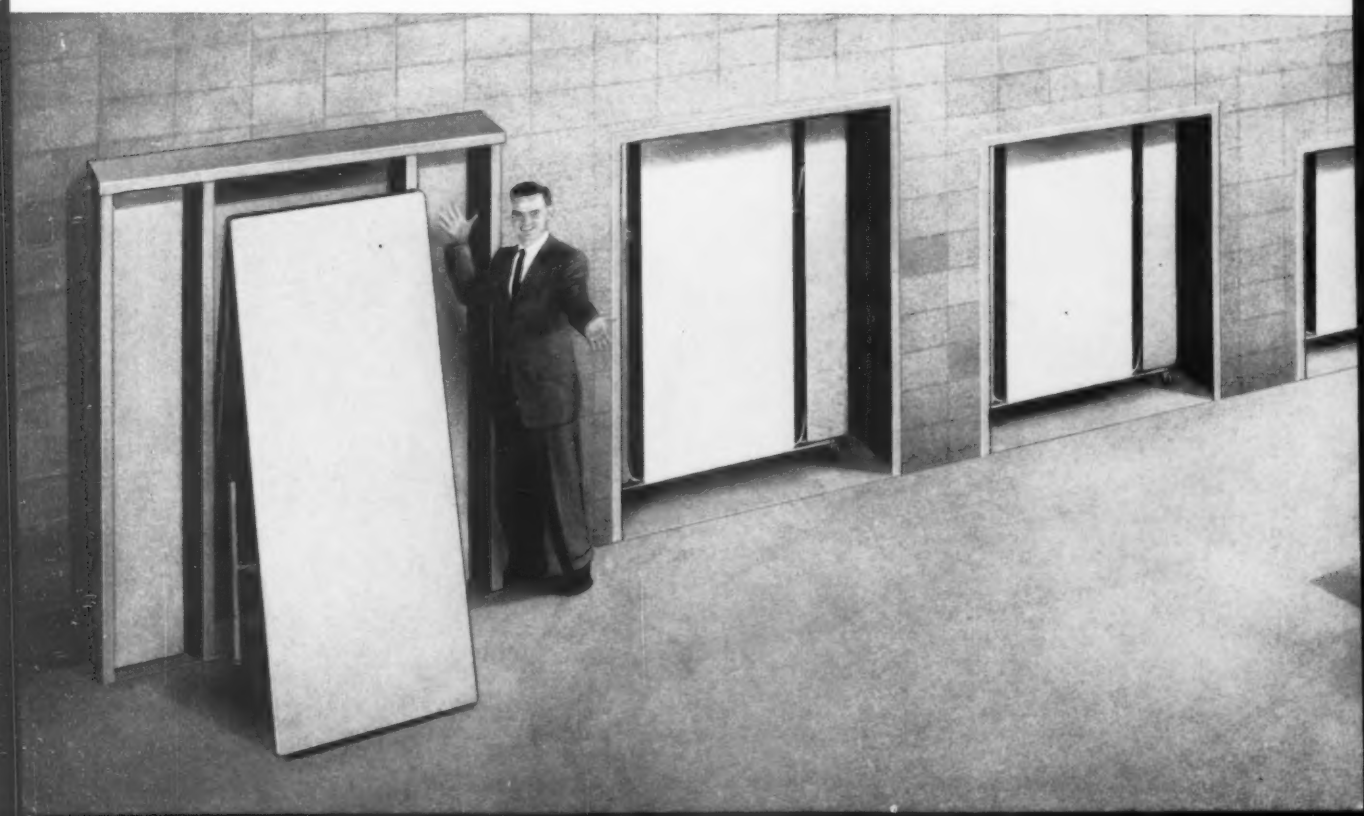

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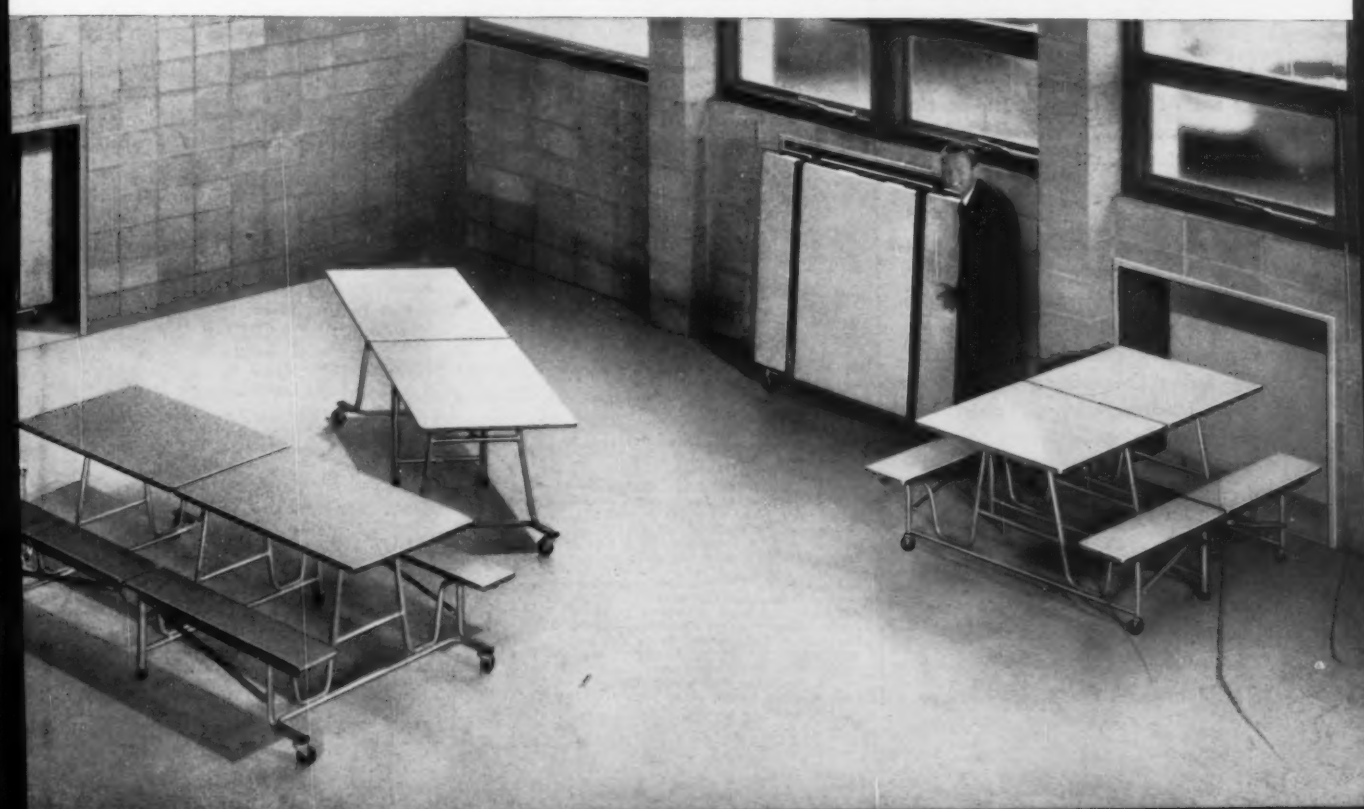

OVERVIEW

For All Educational Executives

PUBLISHER'S MEMO

Rigid copy deadlines make it necessary to pen these lines for our February issue only a few hours after receiving the first January copies. Hence any reaction of mine to Vol. 1, No. 1 of OVERVIEW would be hasty as well as admittedly somewhat prejudiced in our own favor. But I am convinced that Editor Arch Shaw and his cohorts have led off what promises to be a year of lively as well as significant professional reading for administrators in every segment of education.

The issue you now hold was planned with the annual AASA meeting very much in mind. Actually, of course, every issue of OVERVIEW will be akin to a convention of and exhibit for educational executives: the articles and editorial features are the speeches, panel discussions and informal visits with friends and contemporaries from other places and in different positions; the advertisements are manufacturers' and suppliers' displays in print. Close study of the ads in this issue plus reading of the principal feature "Tools for Education," will make your busy hours at the Atlantic City Convention Hall more productive, and will still be of great value even if you are unable to attend.

Our OVERVIEW editorial and business staffs will be descending on Atlantic City February 13th practically en masse. Our own exhibit is in the same spot near the main entrance occupied by our predecessor publication, *The School Executive* for a number of years. Much work by staff abetted by professional display people has gone into making the OVERVIEW booth a dramatic rendering of the magazine's aims, scope and content. We hope to greet many old friends and new readers there and to pick up some all-important subscriber and advertiser evaluations of our efforts to date.

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February 1960

OVERVIEW

For All Educational Executives

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41 Why Teachers Dislike Merit Rating

C. Currien Smith enumerates those elements in merit rating that have caused classroom teachers to oppose it once they have had experience with it.

45 Enrollment Explosion Ahead

Some charts of scarifying statistics that may send you in search of buildings and funds, not to mention aspirin.

46 How to Keep an Even Keel

Van Miller holds that unless one takes the time to renew faith in himself, he either wears out, runs down, or lives at a very shallow level.

50 How to Evaluate Plans for Your New School Building

William Lyman's article had its origin in a request by an Eastern Michigan University student in school plant planning for some method of evaluating new school plans. The author has given this course for the past two summers.

54 The Adult Education Stampede

Daniel R. Davies reports that it's "School Days, School Days" again for over 58 million adults —a trend he finds gaining momentum each year.

57 Report from the Adult Education Assn.

Herbert C. Hunsaker gives background to the article above—in terms of how the organization he heads is providing leadership for the "stampede."

58 Original Design Can Affect Long-range Maintenance Costs

In this second article in the maintenance series, four architects tell what materials are low-cost but high-maintenance, and vice versa.

68 English Fundamentals Class Nets Gain

Case study of an experiment in an under-achieving junior high school class, by J. E. Day.

70 High School Electronics Course Tailored to Community Needs

$50,000 electronics lab trains students for local industry.

73 Tools for Education

This month's OVERVIEW special is a 12-page report of tools available and yet to come—tools for teachers and learners and administrators. Not another checklist, this is an overview of categories and uses of tools that will make the educational executive more expert in providing better conditions for learning.

90 Businessmen Are Going Back to School

American University conducts eight business institutes each year.

93 Capitol Page School—Enrollment to Appointment, Attendance by Endurance

Close-up of one of the nation's most unusual schools, reported by Belmont Farley.

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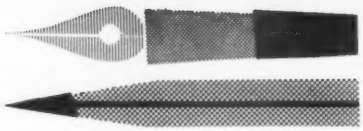
LETTERS



These letters are a few of the many occasioned by the Pilot Issue, which had very limited distribution recently. Comments are always invited and welcome. Unless you direct otherwise, we should like to share any views of general interest with our readers.—A.B.S.

I am not convinced that you can publish a journal that will have equal value for both public school executives and training directors in business and government.

DE WITT MAGUIRE, Training Coordinator, Detroit Civil Service Commission

. . . With regard to content, I believe that the scope of your material—at least in terms of the subjects of articles—is excellent and does tend to move toward meeting the purpose of OVERVIEW. . . . As an administrator in higher education, I found several articles of particular interest. However, several articles seemed rather shallow. If you really want to attract a high level readership, you will need material which does more than recite some fairly well known problems. I would expect to see material such as that written by Van Miller for School Executive quite regularly in OVERVIEW. The "Searching Through Research" section is a good start in this direction, but could be expanded.

JOHN E. CORBALLY, JR., Dir., Personnel Budget, Ohio State U., Columbus

● *See this issue!*

. . . I am an assistant superintendent . . . concerned with professional personnel . . . curriculum and instructional supervision. These areas are within the functional core of the public school activity and yet your publication ignores them. . . .

GERALD F. BUSH, Asst. Supt., Madison Heights, Michigan

● *Read the article on "Merit Rating" in this issue.*

. . . I feel somewhat that there has been much ado about not enough. . . . But you're on the right road—the road of experimental professional journalism. Keep at it. The pioneers didn't see the golden gate the first night out!

RICHARD C. LONSDALE, Prof. of Education, Syracuse University

. . . I hope you can pull this off. It could be a unifying influence. To do so will require editorial material about each aspect of American education which others will find informative and provocative. You may have to spell out the latter a bit since we doubt we can learn from others! . . .

ROBERT S. FISK, Dean, School of Education, U. of Buffalo

OV-206

FOR A BRIGHTER . . .
FUTURE IN EDUCATION

The arrival of the new space age makes it urgently necessary to expand available astronomical facilities to include observatories for students in all levels of education . . . future astronauts are now being taught in our schools and adequate astronomical equipment is a prime requirement. Write now and we will aid you in selecting equipment for your installation.

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. . . To me, the only real, practical article of interest to anyone connected with schools, was "School Press Relations" (the schools really need to learn that story!).

I honestly believe you completely missed the "inspiration and practical" aspect.

You still have my best wishes for success!

MR. L. V. HOLLWECK, Administrator, Educational Services, Radio Corporation of America, Camden, N. J.

. . . I think the purpose you have chosen to pursue is an especially important one for the future development of education in the U. S. But, I am not convinced that a spectacular, Madison Avenue approach is necessary to get administrators to give serious attention to basic issues and new ideas in education. . . .

RICHARD E. LAWRENCE, Assoc. Prof. of Education, Syracuse University

There should be published at least one article in each issue on research projects in different areas of higher education. My interest area is adult education. Am interested in non-vocational, university level adult education—learning abilities, interests, participation, motivations, program planning.

JOHN E. MIKLOS, Head, Public Service Training and Continuing Legal Education, General Extension Division, Florida State U., Tallahassee

I would suggest that you give as much attention as possible to the application of recent research to current problems. . . . You have the ideal medium of conveying research findings to the practitioners in our schools.

BASIL CASTALDI, Assoc. Prof. of Education, Office of Field Services, U. of Ill., Urbana

Felt book reviews to be very good. Will be sure to look for them in forth-coming issues.

WILLIAM J. CAVEL, General Training Supervisor, Northwestern Bell Tel. Co., Omaha 2, Neb.

Is the attempt to cover higher, secondary and lower education too large a task for one publication? I feel that this topic should be examined—I don't know, just pose the issue.

Your book reviews lack punch and creative scholarship. Vance Packard's "Status Seekers" is probably poorly reviewed and reported.

DARRELL S. WILLEY, Assoc. Prof., Educational Administration, New Mexico State U., University Park

. . . I think the hope of this magazine is to provide greater interchange of facts and ideas among all areas of the educational spectrum—elementary, secondary, and college levels, public and private schools. The lack of coordination among these different groups and the lack of mutual understanding that has resulted is tragic. Perhaps OVERVIEW can serve to reduce this waste.

FREDERICK F. CLARK, Director of Development, The Taft School, Watertown, Conn.

OV-207

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AASA
FEBRUARY 13-17

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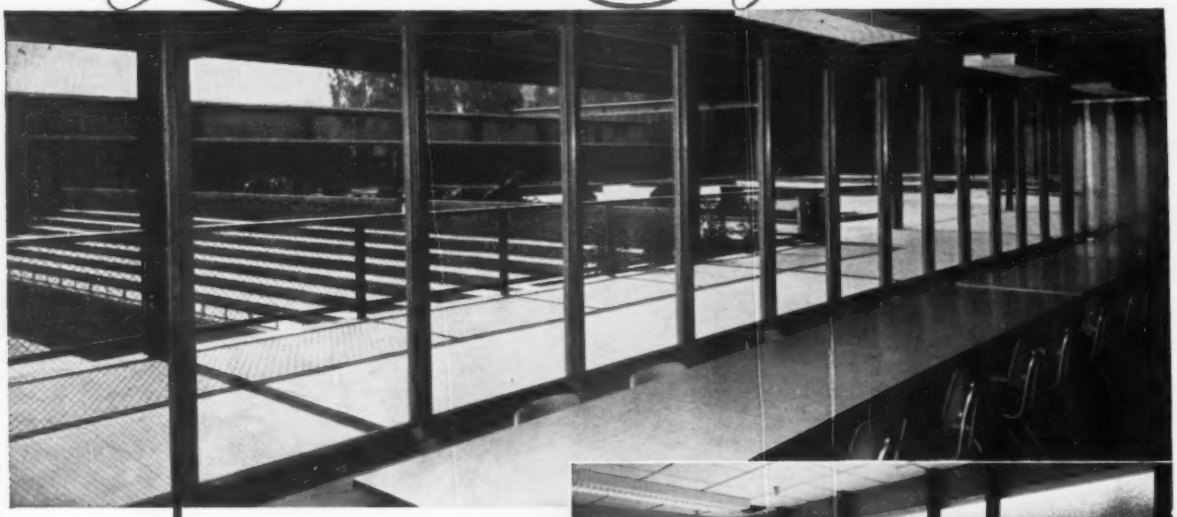

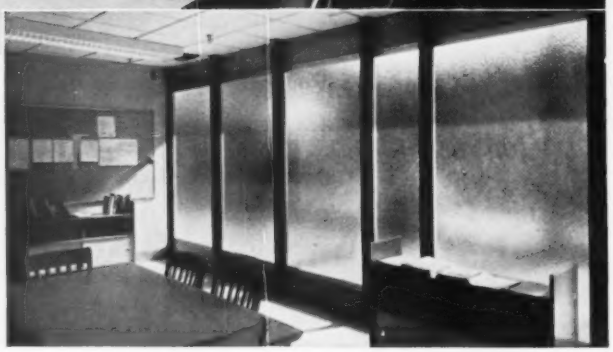

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Smooth Rough Misco (obscure) is used for partitions in this modern school . . . floods adjoining areas with softened, "borrowed" light, yet protects privacy. This pattern is also installed along ramps and in skylights, where it's superb daylighting features and innate strength are desirable characteristics.

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ONE VIEW

TV in teaching: tyrant or tool?

Archibald B. Shaw

"EDUCATIONAL" is a word of badly blurred and banally broad definition. That every experience affects a person leads to the meaningless generalization that just about everything is educational. "Tongues in trees, books in the running brooks, sermons in stones"—and lessons on Channel 3! But what of the lessons on Channel 2—or 4? Gunfire, violence, mawky sentiment, and all the rest? Educational, yes—but what an education! One that makes us thankful for what has been aptly described as "the failure of attention."

Congress and Federal Communications Commission notwithstanding, commercial television seems destined to continue to be a commercial-propaganda-entertainment medium. So let's narrow our definition of educational TV to that which is at least planned to educate.

There are stations with intent to educate which capitalize on the really major advantage of broadcast television—the fact that there is a receiver in every home. All of us are grateful for the vision, industry and generosity which makes possible their fine, potentially educative programs. They give the people interested in and capable of self-education unique opportunities to further their own development. This kind of television is an educational tool, like books or home-study courses, for the self-directed.

But TV becomes a tyrant, a monster devouring great gobs of money and talent, while it pretends to teach—particularly to teach those who have not yet reached the goal of full capability for self-directed learning.

What is television? It is a system by which images received through a camera lens are "scanned," transmitted some distance and converted to a picture by a receiving machine, while accompanying sound is simultaneously recorded, transmitted and received by familiar radio devices. It differs from sound motion pictures primarily in the method of transmission from camera to image-viewer (receiving set or projector). As a sound-picture transmission system it has the virtues of being broadcast, hence capable of reception by any receiver within range. It is in the main a distribution system, like a newspaper delivery. Unlike the motion pictures (or newspapers) it can be received or viewed only at the moment it is broadcast. This is a major virtue and a severe limitation.

When what the camera sees and hears is recorded (taped), it becomes in effect a motion picture capable of being edited, stored, duplicated and distributed like the motion picture itself. Only in its initial broadcast (uneditable but carefully planned and controlled by skilled crews) can it have the impact of "immediacy" which is its unique force.

When it is conceived as a resource which enables a teacher to bring new and vivid images to a learning situation, it is a tool of great value, ranking with books, periodicals, pictures, sound-recordings and radio.

When, as too often happens in the enthusiasm for developing something new, it is misconceived as a teacher-substitute, as a way of bringing great teaching to students, it becomes a tyrant. It cannot address itself to the *learner* but must somehow aim at a mythical "average" in its audience. This may do for "acculturation" or for mass selling, but no thoughtful educator has yet proposed it as the way to educate.

The tyranny of television, of course, is a quality only of its misuse. If the panic over enrollment floods, "manpower" (a tyrant's term!) shortages, and problems of finance leads us to more and more mass procedures, to mechanical "teaching," to lock-step schedules, and to diversion of regularly available funds to pay the actors (master teachers), the full staff of supporting talents and the costs of installation and maintenance, then 1984 is indeed upon us!

But the enthusiastic pioneers in educational television are undoubtedly right when they assert that this is only a surface and temporary phenomenon; that the big hurrah is necessary if we are to get the public purse and teachers' minds open to the uses of this latest in the procession of ingenious tools for teaching. We applaud and are grateful to them, but we fear the effect on a public which sometimes seems to be looking for more and better education at less and less cost (until finally the perfect system is devised which costs nothing!)

Television for the homebound, for the self-directed learners, as an airborne stream of audio-visual images to be tapped by an owner of a receiving set, educational TV—YES. Tv as a resource, as another device like the book, which helps the teacher bring vicarious experience to the learner, which helps amplify, magnify observation —YES. But TV in place of the teacher, as a "productivity" tool, as the tyrant of the time-schedule, as the "teacher" of "average" students—for this, a resounding NO. To propose it as a teacher replacement implies a definition of teaching either cynical or uninformed in its assessment of today's teachers.

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a **the exclusive fiberesin edge**

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c **identical surfaces**

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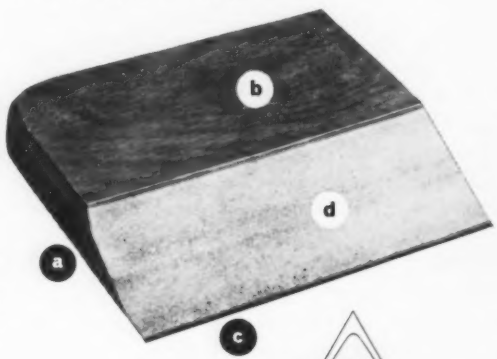

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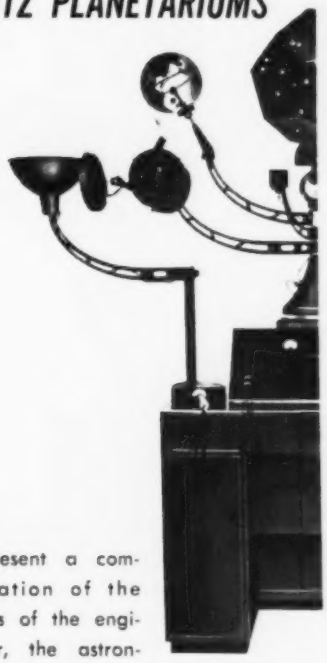

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CALENDAR

FEBRUARY

10–12, National Society of College Teachers of Education. At Chicago. Ex. sec: Elmer J. Clark, Indiana State Teachers College, Terre Haute, Ind.

10–13, American Assn. of Colleges for Teacher Education. At Chicago. Ex. sec: Dr. Edward C. Pomeroy, 1201 16 St. NW, Washington 6, D. C.

12, Comparative Education Society. At University of Chicago. Ex. sec: Dr. Gerald H. Read, Kent State University, Kent, Ohio.

13–17, American Assn. of School Administrators. At Atlantic City, N. J. Ex. sec: Dr. Finis Engelman, 1201 16 St. NW, Washington 6, D. C.

15–17, American Educational Research Assn. At Atlantic City, N. J. Ex. sec: Dr. Frank W. Hubbard, 1201 16 St. NW, Washington 6, D. C.

16, Educational Press Assn. of America. At Atlantic City, N. J. Ex. sec: Dr. Mildred S. Fenner, 1201 16 St. NW, Washington 6, D. C.

27–Mar. 2, National Assn. of Secondary School Principals. At Portland, Ore. Ex. sec: Paul E. Elicker, 1201 16 St. NW, Washington 6, D. C.

29–Mar. 4, Dept. of Audio-Visual Instruction. At Cincinnati, Ohio. Ex. sec: Dr. Anna L. Hyer, 1201 16 St. NW, Washington 6, D. C. Theme: Concentrating Educational Forces.

MARCH

6–9, Assn. for Higher Education. At Chicago. Ex. sec: G. Kerry Smith, 1201 16 St. NW, Washington 6, D. C.

6–10, Assn. for Supervision and Curriculum Development. At Washington, D. C. Ex. sec: Margaret Gill, 1201 16 St. NW, Washington 6, D. C. Theme: Social and Cultural Influences on Education.

18–22, Music Educators National Conference. At Atlantic City, N. J. Ex. sec.: Vanett Lawlor, 1201 16 St. NW, Washington 6, D.C.

21, Child Study Assn. of America. At New York City. Ex. dir: A. D. Buchmueller, 9 E. 89 St., N.Y.C. Theme: Mass Media—Their Impact on Children or Family Life in Our Culture.

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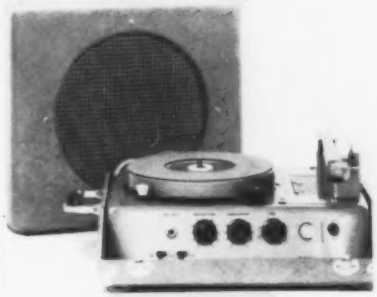

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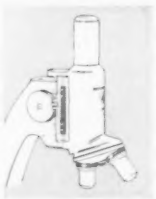

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Calendar

(continued)

MARCH

26–30, Dept. of Elementary School Principals. At St. Louis, Mo. Ex. sec: Robert W. Eaves, 1201 16 St. NW, Washington 6, D. C.

27–Apr. 2, White House Conference on Children and Youth. Golden Anniversary.

APRIL

6–10, National Assn. of Women Deans and Counselors. At Philadelphia, Pa. Ex. sec.: Barbara Catton, 1201 16 St. NW, Washington 6, D.C.

11–14, American Personnel and Guidance Assn. At Philadelphia, Pa. Ex. sec.: Arthur A. Hitchcock, 1605 New Hampshire Ave. NW, Washington 9, D.C. Theme: "Guidance at the Crossroads of Liberty."

17–21, Assn. for Childhood Education International. At Cleveland—Study Conference. Ex. sec.: Alberta Meyer, 1200 15 St. NW, Washington 5, D.C.

17–22, American Industrial Arts Assn. At Toronto, Canada. Ex. sec.: Kenneth W. Brown, P.O. Box 2626, Buffalo 26, N.Y. Theme: "Industrial Arts Promotes International Understanding."

19–22, National Catholic Educational Assn. At Chicago. 1785 Massachusetts Ave. NW, Washington 6, D.C. Theme: "Emphasis on Excellence."

19–23, Council for Exceptional Children. At Los Angeles, Calif. Ex. sec.: H. Z. Wooden, 901 S. Walter Reed Dr., Arlington, Va.

20–23, Educational Film Library Assn. At New York City. Ad. dir.: Emily S. Jones, 250 W. 57 St., N.Y. 19. Theme: "Film Festival."

24–27, National School Boards Assn. At Chicago. Ex. dir.: Harold V. Webb, 1940 Sheridan Rd., Evanston, Ill.

24–27, Assn. of College Unions. At Indiana University, Bloomington, Ind. Ex. sec.: Edgar A. Whiting, Willard Strait Hall, Cornell University, Ithaca, N.Y.

24–28, American Assn. for Health, Physical Education and Recreation. At Miami Beach, Fla. Ex. sec.: Carl A. Troester, Jr., 1201 16 St. NW, Washington 6, D.C. Theme: "Forging Forces for Fitness."

27–30, American College Health Assn. At Toronto, Canada. Ex. sec.: Dr. Norman S. Moore, Gannett Clinic, Ithaca, N.Y.

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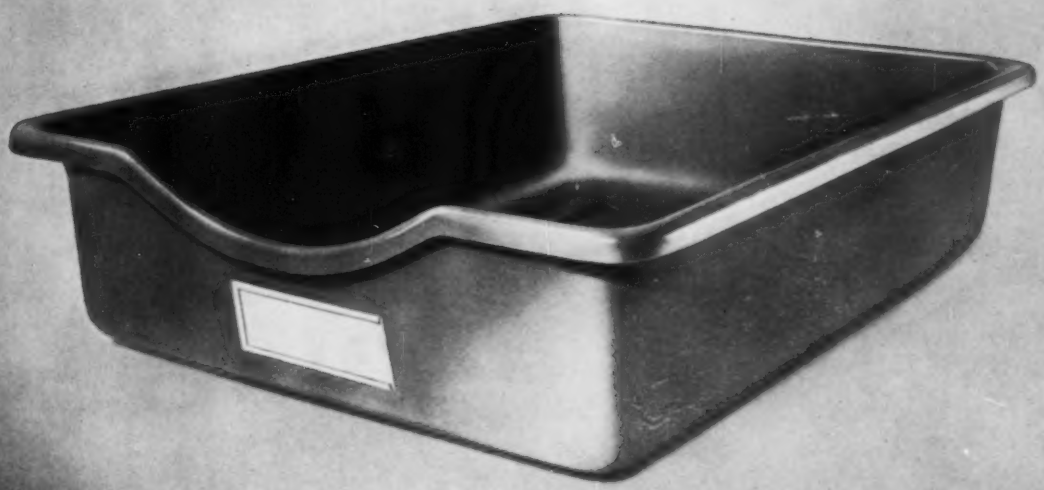

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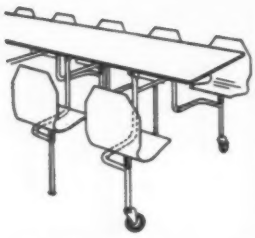
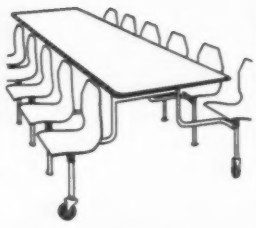
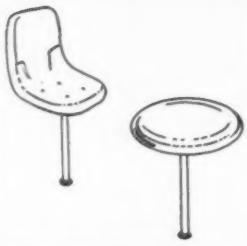


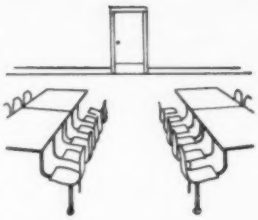
FREE-WAY SEATING . . . safe, nothing to straddle, trip, or step over. Pedestal seat support set to side to allow complete leg freedom. Backs provide comfort. Individual seats facilitate orderliness. A perfect solution for adult activities, too—such as P.T.A. meetings, banquets, club meetings.



FREE-WAY SWIVEL CHAIRS . . . mean instant, complete and orderly conversion. A lunchroom becomes an assembly room as one row of seated people simply swivel their chairs 180°. With Sico, everybody gets to see, hear and participate in perfect comfort.



FREE-WAY COMFORT . . . in correct posture, lower cost, 360° easy-swivel stools or easy chair formed seats. There's a choice of materials in formed seats; rugged, lightweight, easy-to-clean molded plastic or contoured wood.



FREE-WAY AISLES . . . can't disappear; are always open for full, smooth traffic flow. Sico's fixed dimension seating gives a fair share of space to everybody. That's why it's so easy to maintain complete control in comfort—always!

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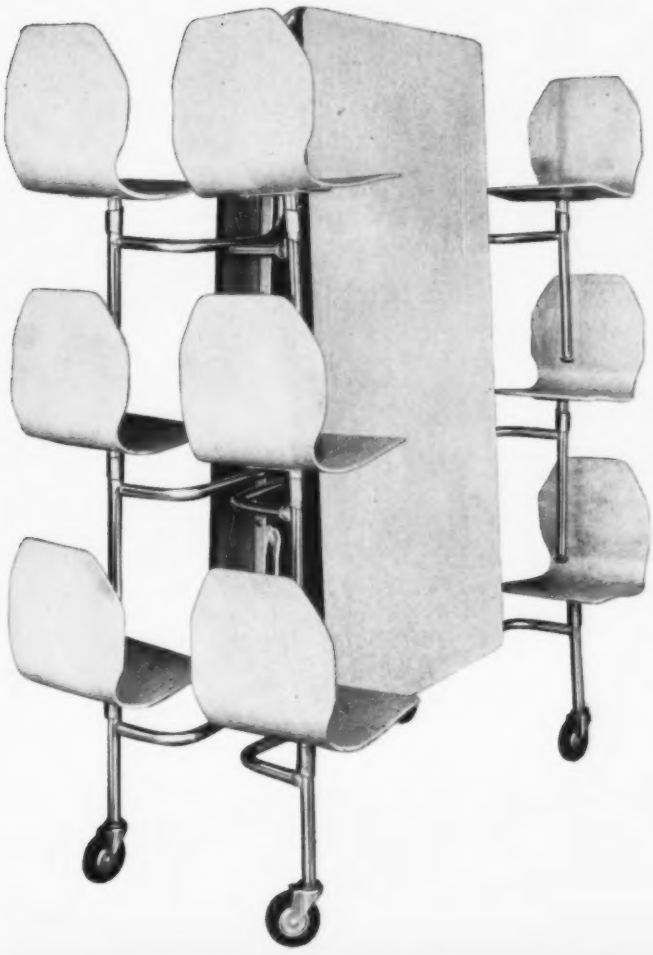

For the first time—ANYWHERE—Sico has produced the ultimate solution to seating-space problems—full free-way seating combined with complete, efficient and modern comfort.

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Well suited for all school levels, the Sico Model TC-65 Table combines convenience and comfort with the space saving, clutterless features of fixed dimension seating.

What a space saver in action! Now you can comfortably seat 12 at a 10 foot table—2 more than at ordinary tables with loose chairs. And, it allows you free-way-like aisle space, too. You get freer movement and at the same time can have more tables per room.

Just a flick of the chair and the Sico TC-65 Table converts from cafeteria to auditorium or assembly use. Either row turns to the direction of activity. When you want space—fast—fold them up and free-wheel them out of the way for gymnasium, dancing or other activities.

This chair-table can really take it! Its entire 14 gauge unitized steel frame is electric-arc welded for one-piece rigidity. Built to last a lifetime, the frame will withstand 2¼ tons load.

Sico's exclusive Model TC-65 Table is fully guaranteed for 10 years.

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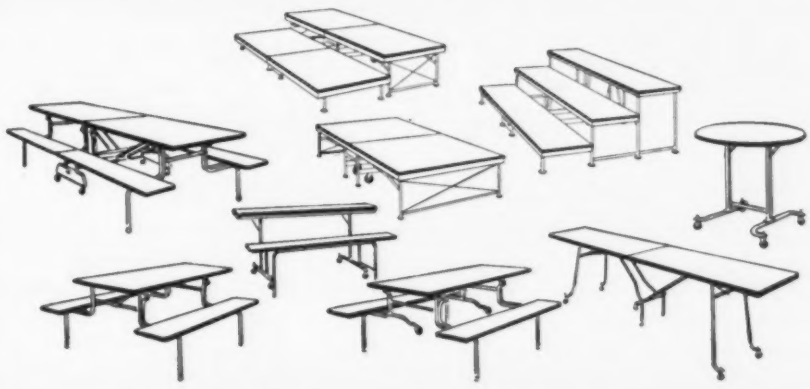
There's a SICO table for every school seating need.



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LATE NEWS INSERT

For more complete coverage, see pages 107–111.

IKE ON EDUCATION: We cannot be complacent about education, President Eisenhower warned the nation in his State of the Union message. "But the route to better trained minds is not through the swift administration of a federal hypodermic or sustained financial transfusion," he countered. "The educational process, essentially a local and personal responsibility, cannnot be made to leap ahead by crash, centralized government action."

The President then renewed his proposal for long-term loans to help communities pay off school construction debts. He described the plan as helping "to stimulate classroom construction, not by substitution of federal dollars for state and local funds, but by incentives to extend and encourage state and local efforts."

Although the President urged Congress to act on his recommendation, it met with a decidedly cool reception from both parties when originally introduced last year.

* * *

LITTLE SEGREGATION LEGISLATION EXPECTED: With more than 230 bills and resolutions pertaining to school desegregation enacted by the states since the Supreme Court's 1954 desegregation ruling, southern lawmakers have little additional legislation on the subject planned for 1960, a survey in the latest issue of *Southern School News* shows.

Legislative sessions are scheduled during the first half of 1960 in eight southern and border states. The paper's correspondents report that no segregation legislation appears likely in Kentucky, Maryland, and West Virginia. A few bills are expected in most of the other states, but no major programs have been revealed.

Efforts may be made to revive "massive resistance" in Virginia, but chances for such legislation are not regarded as strong. In Georgia, that state's legislators are expected to have put before them a pupil-placement plan drawn up by the Atlanta School Board in response to a federal judge's order to produce a desegregation program. All Georgia schools are segregated and present state law calls for closing any school told to desegregate.

Other late developments:

• ARKANSAS—Two "moderates" were re-elected to their seats on Little Rock's School Board, and a white school board member in the Dollarway District defeated a Negro challenger.

• DELAWARE—The state attorney general and lawyers for five school districts filed briefs in defense of a grade-a-year desegregation plan for the state. Oral arguments will be heard by the Third Circuit U. S. Court of Appeals on Feb. 15.

• FLORIDA—School authorities face the possibility that all schools in Dade County (Miami) may be thrown open to Negro students. This prospect was raised by a federal court ruling that Florida's pupil assignment law cannot be used as an excuse to delay desegregation.

• VIRGINIA—A group of white residents of Prince Edward County, where public schools are closed, formed a corporation to provide private schools for the county's Negro children. First public reaction from Negroes was negative.

* * *

COLLEGE OPENINGS: Vacancies for more than 46,300 freshmen on 274 college campuses will be available at the beginning of the spring semester, according to a survey conducted among 4-year accredited colleges by *Changing Times* and published in the current issue of the magazine. It was also discovered that 260 schools could have accepted more than 36,500 additional freshmen this past autumn. About 24 percent of the openings were for resident students, the remainder for day students.

Officials reported that there are two main reasons why students fail to get into college: their academic records are poor, or they spend too little effort choosing a place to attend.

* * *

WHAT VALUE, TEACHER SPECIALISTS?: A project aimed at determining whether employment of specialists in French, science and music can lead to greater achievement for intellectually gifted children in the 4th, 5th, and 6th grades gets underway in New York City this month. Present policy is to have one teacher for all areas of instruction in these grades.

The program will attempt to determine what gains the students make when taught by specialists as compared to their progress when taught by regular teachers, and if the gains warrant employment of specialists in the upper elementary grades.

* * *

SCHOLAR-TEACHERS: A new program at the University of Chicago will attempt to do away with "the scholar who can't teach" and "the teacher who doesn't know his subject." The two-year program will turn out high school teachers described as "scholar-teachers" by dean Francis S. Chase of the Graduate School of Education.

The program will compress the methods courses needed for teacher certification, expand knowledge of and intensify research into the subject to be taught, and

provide for a year's on-the-job training with a scholar looking over one shoulder and a teacher over the other.

Candidates will receive a Master of Arts degree in teaching in their chosen field. A limited number of students will be admitted this summer or fall, and it is anticipated most of them will have "substantial fellowships," according to Chase.

* * *

EMPHASIS ON LANGUAGE: The U. S. Office of Education is pushing its foreign language program ahead under provisions of the National Defense Education Act. This summer, 35 modern foreign language institutes for the training of 2,000 elementary and secondary school language teachers will be conducted at colleges and universities. The institutes provide professional training to teachers of French, German, Italian, Russian and Spanish.

Last summer, 12 institutes were conducted enrolling 925 teachers of French, German, Russian and Spanish.

In a separate move to stimulate study of foreign languages seldom taught in the U. S., the Office of Education will award nearly 400 federally-financed Modern Foreign Language Fellowships. The fellowships will be for graduate study during the summer of 1960 and the 1960–61 academic year.

Eighty-five languages, spoken by millions of people throughout the world, will be stressed. First preference in awarding fellowships will be given to students studying Arabic, Chinese, Hindi, Japanese, Portuguese, Russian and Urdu.

* * *

WAR ON ILLITERACY: An all-out attack on illiteracy in East Tennessee, the Carolinas and Alabama was launched this past month. Known as "The Literacy Movement in the Southeast by Television," the program is offering more than one million adults a chance to learn to read and write or to relearn these skills.

The program is based on the simplified method of teaching reading and writing developed by the renowned missionary and educator, Dr. Frank C. Laubach. The method has been adapted for television use in order to reach mass audiences through 98 thirty-minute TV lessons which will be shown over ten commercial stations in the Carolinas and Tennessee and on three educational stations in Alabama.

Small classes of illiterates have been gathering to watch the programs in the morning before work. Volunteer teachers follow-up the lesson and attempt to develop in the pupils the skills they have just seen portrayed on the television screen.

* * *

POTPOURRI: Methuen, Mass., has recently cracked down on its student car problem. Now only students who maintain at least a "C" average are permitted to leave their cars in the high school parking lot. . . . The nation's classroom shortage has been reduced from 141,900 to 132,400, according to the latest survey by the U. S. Office of Education. The reduction is due to fewer classrooms needed to replace obsolete facilities. . . . State education agencies estimate classroom construction this year will lag behind last year by 10.4 percent. Fewer classrooms will be built than in any one of the past five years. . . . The Southwest Educational Administration Conference, composed of nine area schools, has just been formed to promote cooperation among members. Plans call for encouraging cooperative research throughout the Southwest and promoting communication among member institutions. . . . Rhode Island's new State Scholarship Program has moved into operation with application forms and descriptive booklets being distributed to all secondary schools, public and private, throughout the state. Scholarships will be awarded annually ranging from $250 to $1,000 as a result of the program approved by the state legislature last spring. . . . A last-minute gift of $2.5 million from Harold S. Vanderbilt of New York has sent the Program for Harvard College past its $82.5 million goal for strengthening undergraduate education. Vanderbilt's gift capped the three-year effort with success. . . . New York University will offer two college degree-credit courses—"General Psychology" and "Outlines of the History of Art"—on the "Sunrise Semester" WCBS-TV program during the spring term. The six-day-a-week program, now in its third year, is seen within a 90-mile radius of New York City. Each course carries three credits.

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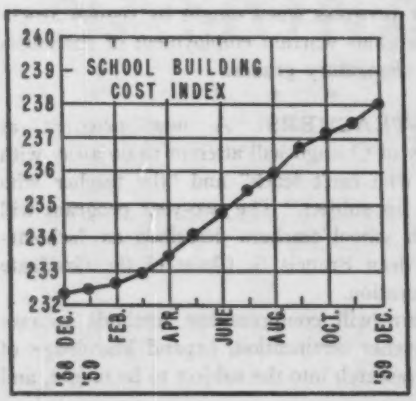

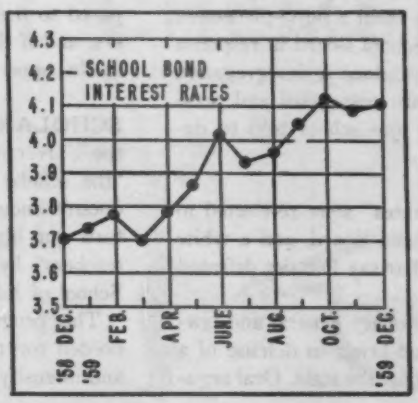

COST INDEX: Continued slow, steady rise in construction costs for school buildings. Bond market tight. Interest rates near 25-year peak, fluctuate daily but tend upward. (See charts at left.)

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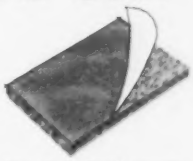

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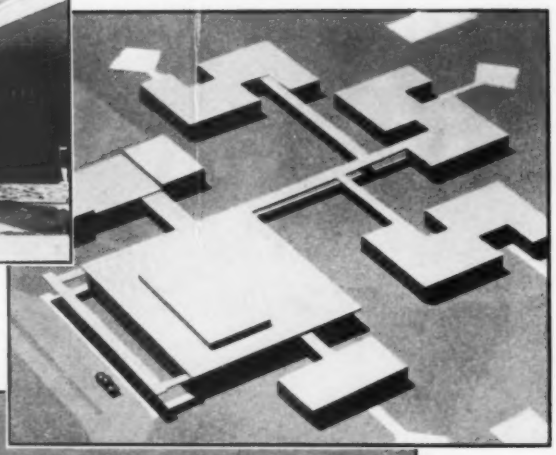

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by Benedict Burr

un-adult-erated education

THE INDICATIONS are that another educational myth is about to shatter. That fearsome fable of the teacher shortage, one of the most widely ballyhooed issues of our times, may soon reveal itself as a giant hoax—a sort of featherbedding among the scholastic brotherhood.

American ingenuity, which gave us automated factories producing goods untouched by human hands, now offers the possibility of AUTOMATED EDUCATION, likewise un-adult-erated. We seem to be on the threshold of a new, electronic revolution which promises to make human teachers obsolete!

Admittedly, schools are a bit behind in this respect, since most of them still cling to the old-fashioned notion of using live teachers. Nevertheless, there is unmistakable evidence of progress. The teacher shortages, unlike statistics for crime and insanity, are now relatively stable.

Ubiquitous television is the most obvious of the electronic instruments of education. Is there a living room, classroom, or barroom in our land today whose occupants can live without this tireless servant attending to their intellectual, cultural, moral and recreational needs? The nation is becoming intellectually blanketed by a fast-spreading network of educational TV stations. There are now 45 of them, ten of which began operations this past year. There are also commercial stations indulging in a bit of altruistic service to education, especially at other than prime viewing time. The pre-breakfast "Continental Classroom" diet of chemistry and physics attracts an enormous enrollment from coast to coast—over 300 colleges and universities now offer academic credit for these courses.

And possibilities for the future are so exciting! Think of the dramatic airborne educational TV project scheduled to begin next fall. Specially equipped aircraft, five miles up in the sky, will transmit knowledge electronically to the brains of students in seven mid-western states simultaneously. After a few details are ironed out, similar service may be available to all other states in our unsanforized Union via a few strategically located, automated airborne knowledge dispensers.

It seems clear, therefore, that human teachers in classrooms will soon be as worthless as old grey mares in nuclear warfare. For the interim, "team teaching" is advocated by the more conservative experts who are on foundation payrolls. This is a way to enable those few good teachers we do have to accommodate hordes of students. It's a simple matter of providing crews of otherwise unemployed "teacher aides."

These unprofessional aides will have important responsibilities. In addition to patrolling the exits, lavatories and corridors, they will dust and fetch the various electronic devices for self-teaching which are now available to the educational market. These ingenious gadgets range from the simple automatic examination machine to the elaborate multipurpose affair which incorporates taped lecture, TV demonstration, electronic testing and an intercom hook-up to a human instructor somewhere. One scientist even foresees a plan whereby coded electrical information will be transmitted directly into the human nervous system. Human communication might fall apart with this method in use, but think of the manpower conservation!

Clearly visible now are the outlines of a new supranational system of education, completely automated. A national board of public enlightenment can decide what knowledge is needed over the nation. It will select an executive, preferably a high military scientist, to administer the national program. He may hire a few master teachers, to suit his requirements, who will record only the *acceptable* wisdom of mankind. Technicians will transmit this wisdom electronically to the brains of students throughout the land.

How simple! No problems of mass teacher education, recruitment, merit rating, sick leave, retirement, faculty meetings, etc., etc. There would be need only for a few test builders who would furnish appropriate questions for technicians to insert into machinery designed to distinguish the gifted learner from the unwilling.

High quality education would be accessible to all! No more expensive scholarship programs. We could even eliminate school and college buildings! A perfect system of education with no teachers, administrators, buses, buildings or taxes. Maybe no students, either!

Yes, automated education is the answer to the teacher and classroom shortages. It is the solution for efficient education. It will relieve the overburdened tax paying citizen. But wait! It's possible that in our enthusiasm we may be overlooking some hidden imponderables:

A. What will the affluent foundations do with their abundance of tax exempt funds after the education problem is solved?

B. What if the Russians catch on? They already have a lead in space technology, and they may be even better prepared than we to substitute the machine for the man in education. Is this elimination of the human element just a giant Russian trap?

C. Life in a family's home is now nearly automatic—washer, dryer, ironer, toaster, heater, cleaner, ventilator, freezer, etc., etc. But, come to think of it, parents aren't (yet) obsolete.

OV-218

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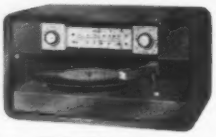

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ECONOMIC

salaries of school administrators

There are approximately:

10 above $26,000
100 above $21,000
1,000 above $13,000
10,000 above $ 9,500

THE LISTING above shows, in general, the status of salaries of school administrators in the United States. From one standpoint, the salaries might look fairly adequate; from many other standpoints, the salaries raise serious questions about the long-term state of American education.

The salaries of school administrators have not increased as fast during the past 20 years as have the salaries of teachers, or the salaries of many other professional groups. Needless to say, the salaries are entirely adequate to fill the jobs with people of some competence, but what quality of leadership for American education can be purchased for this general distribution of salaries?

Everyone would admit that there are many conditions of work as important as salaries. This is particularly true of administrators' jobs. The status of the administrator in the community is extremely important. A high status, however, is almost certain to show up in a relatively high salary. The number of additional activities the school administrator is supposed to conduct is also an important consideration. The methods that have been used to finance the education of the administrator will play a major part in determining the adequacy of the people who enter the field.

If salaries get too much below a competitive level, it is going to be extraordinarily difficult to obtain the quality of personnel that the profession demands. In this light, how adequate do these salaries appear?

The questions that can be raised about this distribution of salaries are probably more serious at the upper levels than anywhere else. For instance, almost two million people are employed in all phases of school work in the U. S. This is roughly one-thirtieth of the total labor force in the country. If all other occupations had the same relative distribution of very high-level incomes, there would be roughly 30 times 10 (incomes) or 300 incomes of about $26,000 a year. As a matter of fact, there are several hundred thousand incomes above $26,000. In the field of medicine alone, there seems to be something over

SCENE

20,000 incomes above the $26,000 level. In the field of engineering, there seems to be 30 or 40 thousand incomes above this level.

The situation is not appreciably better at the $21,000 level. If other occupations had the same proportion of people making above $21,000 as school administration, there would be roughly 3,000 people in this category in the entire country. As a matter of fact, there are many hundreds of thousands. Someone will say that most of these high incomes are in business. This is true, but it is also true that the number in some of the professions is also quite large.

The real problem here is one of the quality of person society wants to provide for responsible educational leadership. Here is an activity that has been of major importance for a long time in our country. All of the evidence available indicates that it is becoming more important all the time. By the end of the next decade, the regular school system will almost certainly be spending between $40 and $50 billion a year. The total spent on all kinds of education will be much larger. It would look as though it were the better part of wisdom for society to plan to upgrade the type of person managing this enormous activity. This would seem to be a sensible procedure—just considering the economic activity alone. When reconsidered in the light of its importance to the total development of the welfare of the country, it would seem imperative that a long-term program of fairly sharp upgrading of the economic status of the school administrator take place.

There are two somewhat different problems involved in the quality of leadership demanded. The present level of salaries might very well provide personnel of fairly good operating ability. In other words, these salaries may well attract people who are reasonably competent to operate the schools as they are now being operated. This, however, does not deal with the entire problem.

Major improvements must be made continuously in a wide range of activities. School administrators are going to have to manage very large research staffs that will not be doing the kind of research that has been done in the past, but will be primarily concerned about fundamental improvements in the efficiency and quality of the schools. This activity demands persons of top quality in any society. To obtain these persons there must be a fairly drastic upgrading of the upper part of the salary schedule. Serious consideration should be given to raising the entire distribution of salaries. *—Harold F. Clark*

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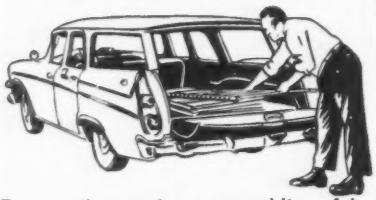

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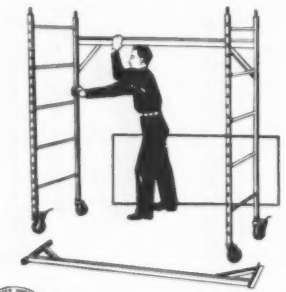

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behind the headlines

Benjamin C. Willis

"THERE IS NO American school system," Benjamin C. Willis, president-elect of the American Association of School Administrators, believes, "but there are schools for American children. Each is different as it seeks to build a program of education which is unique and adaptable to the talents and ambitions of every child."

As superintendent of Chicago Public Schools since 1953, Willis has had ample opportunity to put his opinions into practice. His 1960 budget, for example, as approved by the board of education, calls for establishment of 25 fellowships for teachers to attend outstanding universities for specialized courses.

Leading the fight for such innovations is not new to Willis who began his activities in the school administration field shortly after his graduation from George Washington University in 1922. In addition to his undergraduate degree, Willis, whose energy and looks belie his 59 years of age, holds a Ph.D. from Columbia University and an LL.D. from Northwestern University; and last year he was awarded a Doctor of Humane Letters from Central Michigan College.

For 25 years, until 1947, Willis was active in the school system of his native state (Maryland) as principal and county superintendent. Before assuming his present post in Chicago he served as superintendent of schools in Yonkers and Buffalo, N. Y.

His preoccupation with school administration leaves the new AASA president little time for his favorite hobby—playing bridge. He is an active member in the Illinois Association of School Administrators, the NEA, and the Illinois Education Association. Somewhere between these demands upon his time, he finds a moment to contribute to local, state and national educational publications, and to lecture widely on the organization and effective development of curriculum in large-city school systems.

New AASA head.

At the moment, Willis is eagerly looking forward to facing the new challenge in education which world-wide developments have laid at the administrator's doorstep. "Communication and transportation make us next-door neighbors to the world," he says. "We must quickly learn to understand the customs, languages and cultures of these neighbors, if we are to find peace in our time. This means that quality education must embrace more than training scientists and engineers."

Warren C. Ashby

WARREN C. ASHBY is a man who knows the ins and outs of the school supply and equipment industry.

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Close-ups

(continued)

National school supplier.

ment Association has just completed 30 years in the industry, 30 years in which he rose from novice to president of his own company.

His first job in 1929 was with the Holley School Supply Company in Des Moines, Iowa. Eight years later, he left the Midwest for the only time in his life to manage the southwest territory of the Weber Costello Company. Home base was Dallas, Texas.

Ashby thinks highly of the Lone Star State. "Next to Kansas City I think Dallas is the finest city in the country." His Texas experience, however, lasted only five years. From 1942 to 1945, Ashby served as an enlisted man in the Air Force.

Shortly after his discharge, he formed his own firm—Hicks-Ashby Company, school and equipment distributors, with headquarters in Kansas City, Mo. He had met Dale Hicks during his travels in Texas, and they were fortunate enough to get the financial backing of P. L. Thacher of Topeka, Kans. Hicks left the company in 1950, and Ashby has been president since.

Ashby first became a member of the NSSEA in 1946. In 1954, he was made a regional director for a 3-year term. In 1958 he was elected second vice president; last year he was elected first vice president; and at the organization's recent Chicago convention, he was chosen president.

Ashby has been married for 21

years, and his wife, Lois, has played an important role in his career. While he was in service, she went on the road for him, covering his territory for the Weber Costello Company. "She managed better than I did," he relates, "and when I returned, I picked up some tips on salesmanship from her."

Mrs. Ashby has remained in the field, now serving as secretary of her husband's company.

In commenting on the future, Ashby says there is a definite need for more research in order to produce better products for the use of our teachers. "We must supply our schools with the very best equipment in order to ensure the best teaching possible," he declares.

Charles A. Anger

FROM FORESTER to mining engineer to fund raiser. That's the path traveled by Charles A. Anger, chairman of the board of one of the best known fund-raising organizations in the country—the John Price Jones Company. Specializing in all phases of institutional financing, the organization marked its fortieth anniversary recently and Anger was able to announce that the firm had helped to raise over $1 billion since its founding in 1919.

Its clients, past and present, include some of America's leading organizations in the fields of education, health, welfare, religion and the arts. About a third of the $1 billion jackpot has been raised for all levels of education—college and university, secondary school and education for the handicapped.

$1 billion fund-raiser.

Anger became involved in fund raising in a round-about manner. A native of Spokane, he started out studying forestry at the University of Washington; studied business, finance, and journalism at the University of California, College of the Pacific, and Whittier College; and later studied engineering at the Texas School of Mines. His early experience included mining engineering in Mexico and industrial engineering in California.

It was during this latter period that he became interested in fund raising. While in Fresno he served as a volunteer counselor for the local Community Chest. Finding the work exciting, he soon branched out into professional fund raising on his own. For some 15 years before joining John Price Jones in 1944, Anger held executive positions with community chests and community war fund organizations in Omaha, Milwaukee, Los Angeles and San Francisco.

Since 1944, except for a 5-year leave of absence, he has devoted his full time to aiding other institutions for the J. P. Jones Company. And in those five years—1950 to 1955—he was putting his experience to work for Columbia University. As executive director of the Office of Development at Columbia, under Gen. Dwight Eisenhower, he was responsible for increasing the University's annual total of gifts and bequests some 60 percent. In the same 5-year period, annual alumni giving jumped more than 750 percent.

In 1955, Anger rejoined the John Price Jones Company to succeed its retiring founder.

Anger expects the next two or three years to continue to be good for American philanthropy as a whole for three reasons: 1) our increasingly high level of employment; 2) our expanding economy; and 3) the continuation of high tax rates with leeway for tax-deductible giving.

Anger is married, has two married children, and is a proud grandfather of one. His wife is director of the Academy of Political Science at Columbia University.

OV-223

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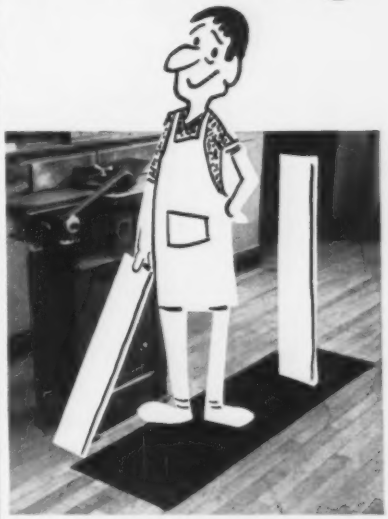

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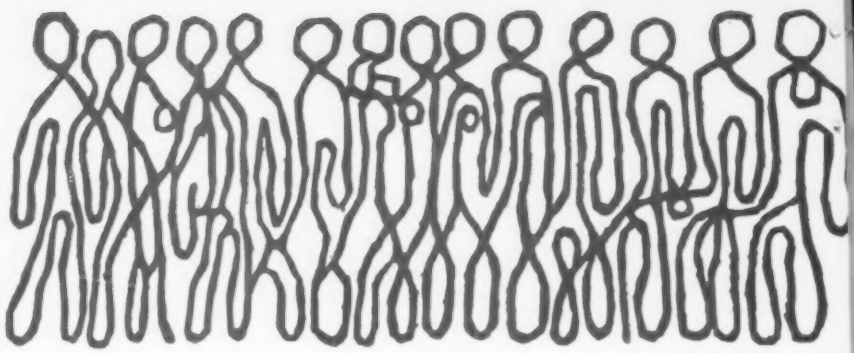


SEARCHING THROUGH

researchers, practitioners and the time lag

IN SPITE OF the need for research and the value it has demonstrated in other fields, educational research today lags behind in amount, quality and the extent to which it has been put into practice.

The human variable

One problem in educational research is the complexity of education's product—the human being. With his emerging personality, his attitudes and his cultural background, an individual is far more complex than any space missile. The variables of human development create a tremendous challenge to those who would isolate and test them under experimental conditions.

Another stumbling block is formulating and agreeing on the objectives of education. Psychologists, anthropologists and sociologists are contributing to measurement and observation, but education has a long way to go in using the skills, techniques and knowledge of other disciplines.

Application to practice

A fundamental problem in educational research is the wide gap between research and practice, a gap characterized by the failure of teachers and administrators to put to use much of the information available from the results of research. Partial explanation of this failure may be found in three causes: difficulty of interpretation, lack of communication and the attitude of practitioners.

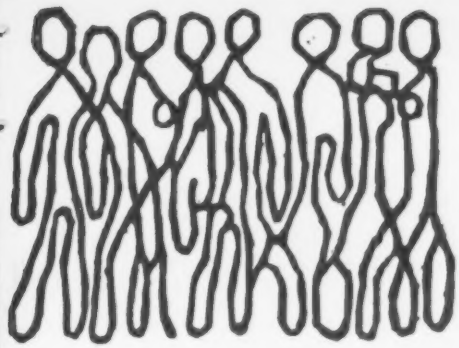
Educational research covers a wide variety of activities ranging, for example, from highly theoretical and abstract experiments to the accumulation of practical data. The quality of research, measured by the degree to which it adheres to established rules, varies as widely as the nature of the studies. In the face of these variations, the consumers of research —the teacher and the administrator —have difficulty interpreting the reliability of research and determining what research can be applied in a given situation.

The second cause of this gap between research and practice is the communications breakdown between the two. Research findings are frequently reported in technical, obscure language that defies comprehension by the busy teacher or administrator. Yet, when findings are reported in more popular terminology, they are suspected of being too glib. Researchers also often fail to show the relationship between discoveries and their practical applications in the classroom.

Third is the attitude of teachers and administrators, which can be summarized in a question heard recently, "Is this really true or is it *just* research?" Certainly the technical language of research and its remoteness to practice contribute to this distrust. Perhaps more basic, though, is a natural resistance to change, and to put research findings to use requires change.

Examples of research

Ominous as these problems are, some research is nevertheless being done in the field. Illustrating the issues in education that seem to be receiving the most attention are the following studies which have re-



RESEARCH

cently been completed or are now being conducted:

In administration

The need for research in educational administration is more acute now that the role of the administrator has changed in emphasis from task performance to educational leadership. Problems besetting the administrator as he assumes more positive leadership were studied by Neal Gross of Harvard University and reported in his book, *Who Runs Our Schools?* Matthew Miles, in his book *Learning to Work in Groups,* gives some of the results of research conducted at the Horace Mann-Lincoln Institute of School Experimentation, and includes many practical suggestions for the administrator working with small groups to change educational programs. Also concerned with leadership is a study being done at Harvard by J. B. Carroll entitled, "Personality Factors in the Development of Communication and Leadership Skills."

The selection of school administrators is being studied at Columbia University under the direction of Daniel Griffiths. This study, popularly referred to as the "in-basket technique," is being sponsored by the United States Office of Education under the title, "Development of Criteria of Success in School Administration."

A major 3-year study in the area of school finance is being conducted at Stanford University under the direction of William Odell, professor of education. Also sponsored by the USOE, this project is called "Community Understanding as a Factor in

OV-225

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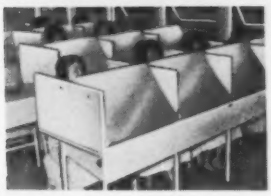

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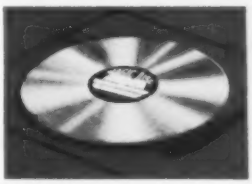

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the Financial Support of Public Education."

Other topics in administration include staffing ("Measured Needs of Teachers and Their Behavior in the Classroom" by R. M. W. Travers at the University of Utah) and school buildings ("The Development of Standard and Correlated Dimensions of Material Components in School Construction," by L. R. Graham of the Texas Education Agency). Both of these studies are partially financed by the USOE.

The Educational Facilities Laboratories, under a $4½ million aegis from the Ford Foundation, has made grants to various schools and colleges for the study of demographic techniques (Chicago), urban school design (New York), city college expansion (Drexel Institute of Technology), space utilization (Michigan State University), and science building construction (Phillips Academy at Andover, Mass.).

In learning conditions

Experimentation in learning can be roughly grouped into four categories: curriculum, instruction, learning theory and evaluation.

Curriculum is currently a matter of keen interest and debate. What should be taught, and in what sequence, are the most popular questions, with talk centering primarily on science, mathematics and foreign languages.

The debate over homogeneous and heterogeneous grouping continues to be a popular topic in faculty circles. It is typically waged on philosophical rather than factual grounds, and studies made on ability grouping have reported results just as contradictory as the philosophical differences. One of the most recent, conducted in New York City by David A. Abramson, indicated no differences among the academic achievements of college sophomores who were or were not grouped by ability in high school. Two current studies in class organization are "An Evaluation of Ability Grouping," by W. R. Borg of Utah State University and "The Effectiveness of Homogeneous and Heterogeneous Ability Grouping in Ninth Grade Classes with Slow, Average and Superior Students," by Elizabeth Drews of Michigan State University.

Much of the research in instruction centers on teaching methods. Current examples are "The Effects of Direct and Indirect Teacher Influence on Learning," by N. A. Flanders of the University of Minnesota, "Development of Educational Methods for Different Types of Students," by H. A. Thelan at the University of Chicago and "An Analysis of Some Necessary Qualities of Effective Teachers," by J. Schmid of the University of Arkansas, all sponsored by the USOE.

One of the most interesting recent developments is the teaching machine promoted by B. F. Skinner of Harvard University and others. Although Skinner would deny that this will happen, there is fear that the teaching machine will replace the teacher. Skinner claims that, to the contrary, the machine will free the teacher from routine, factual in-

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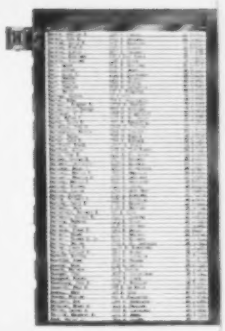

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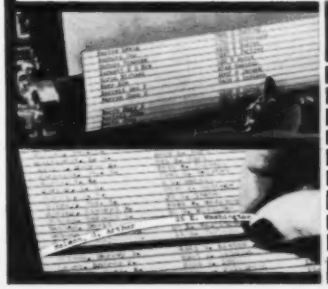

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struction and permit him to make a more significant contribution to the less tangible objectives of education. Whatever the case, the teaching machine must undergo extensive experimentation to determine its effectiveness. An effort in this direction is being made by D. Porter, also of Harvard, in a study entitled, "The Teaching of Phonemically and Orthographically Analyzed Spelling Materials by an Automatic Mechanical Teaching Device."

The gifted pupil has been subjected to extensive study recently, probably in lieu of the current search for talent. One of many studies on the gifted is being made by J. W. Getzells and P. W. Jackson of the University of Chicago under the title "The Gifted Adolescent in the Classroom."

Mentally retarded children are also being studied. Of the 300 studies financed by the USOE, 58 deal with mental retardation. An illustrative title is "An Evaluation of Educating Mentally Handicapped Children in Special Classes and in Regular Classes," by Thelma G. Thurstone of the University of North Carolina.

Perhaps more money has been spent on educational television, primarily by Ford Foundation grants, than on any other single aspect of educational research. Much of this work has consisted of demonstrations rather than controlled experimentation. However, several efforts have been made to test the effectiveness of television as an educational tool—among them, a study by R. E. Stake at the University of Nebraska, "The Effect of TV Instruction on Individual Learning Curves."

Learning theory has traditionally been the province of the experimental psychologist in laboratory conditions. One effort to test learning theory in an applied situation is being made by Kathryn A. Blake of Syracuse University, "Studies of the Effects on Systematic Variations of Certain Conditions Related to Learning."

"The Use of Test Results," by J. T. Hastings of the University of Illinois, is one example of research being done in the area of evaluation. Other such studies involve test construction ("Construction of a General Ability Group Test for Puerto Rican Students in Elementary and Secondary Schools," by P. Rocka of the University of Puerto Rico) and validation of tests ("The Validity of the Thurstone Temperament Schedule with Adolescents," by E. R. Keislar, reported in the November 1959 issue of *The Personnel and Guidance Journal*").

In guidance

In the last few years, several groups and individuals have showed an interest in guidance. The Rockefeller Report, *Pursuit of Excellence,* the Conant Report, *The American High School Today,* and the National Defense Education Act of 1958 were among those advocating more extensive guidance programs.

Several guidance studies have been, or are being, sponsored by the USOE, one of the most extensive being that by J. C. Flanagan of the University of Pittsburgh. One of several aspects of Flanagan's study is entitled, "A Survey and Follow-up Study of Educational Plans and Decisions in Relation to Aptitude Patterns." Other studies include "A Pilot Study in Developmental Guidance at the Elementary School Level," by Martha M. Hefferman of the Delaware State Board of Education; "The Identification of Gifted Scientific Talent," by F. B. Davis and G. S. Lesser of Hunter College; and "Late School Entrance and Children's Adjustment," by W. D. Smith and J. A. Demming of Florida State University. Donald E. Super, of Columbia University, is engaged in a long-range investigation of student selection of educational programs and the resulting impact on vocational plans.

In juvenile delinquency

Although primarily a social problem, juvenile delinquency has implications for education and thus deserves consideration in a discussion of educational research. A study financed by the USOE, "Refinement of a Non-Verbal Group Measure of Delinquency Proneness That Can Be Used With Non-Readers, Slow Read-

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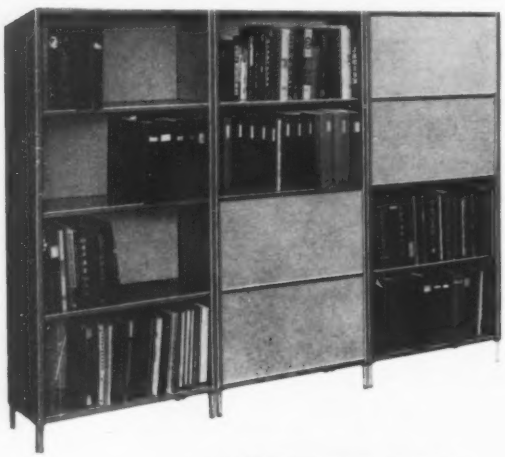

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Research (continued)

ers and Mentally Retarded Children," is now being made by William Kvaraceus of Boston University. Kvaraceus also made a study of juvenile delinquency for the NEA and reported his conclusions in *Delinquent Behavior,* Part I, "Culture and the Individual." Implications of the study for education were reported in *Delinquent Behavior,* Part II, "Principals and Practices." Another example is "Sociological and Educational Factors in the Etiology of Juvenile Delinquency," by G. G. Stern of Syracuse University.

In service research

There is another type of research which falls into a category all its own. This is the work done by such organizations as the USOE and the NEA in compiling statistical information on the status of specific aspects of education.

Research conducted by the USOE covers such areas as enrollment data, school finance, per pupil expenditures and state legislation. The USOE also reports on such special topics as "Teaching Opportunities." One of its principal studies is the "Biennial Survey." The NEA periodically reports on enrollments, finance and legislation in the nation and also makes special studies of salary schedules and other aspects of teacher welfare.

The American Council on Education keeps a running inventory of all survey studies, and publishes a monthly list of the studies currently being made.

Current trends

A major stimulus for research activity is the recent interest of the Federal Government. The USOE has sponsored about 300 studies over the last four years and has expanded over $9 million in stimulating educational research. Universities that have cooperated with the USOE have contributed an additional $3 million, bringing the total effort of the USOE project to about $12 million. The National Institute of Mental Health and the National Science Foundation are other agencies engaged in research which has definite implications for education.

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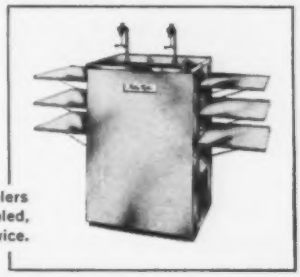

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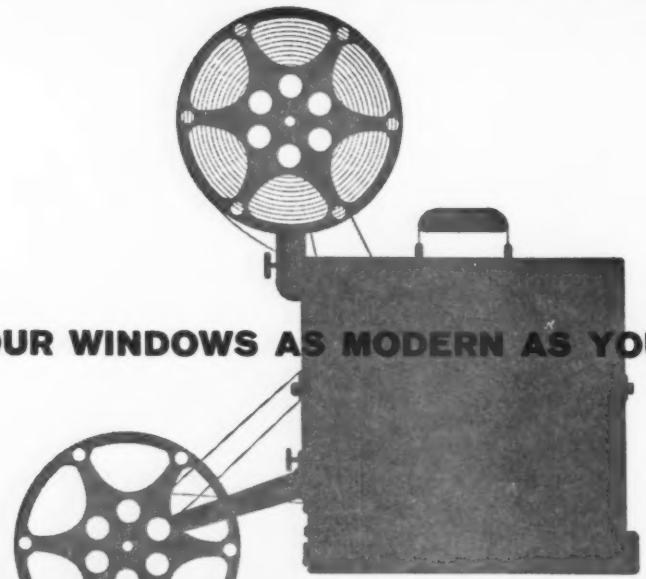

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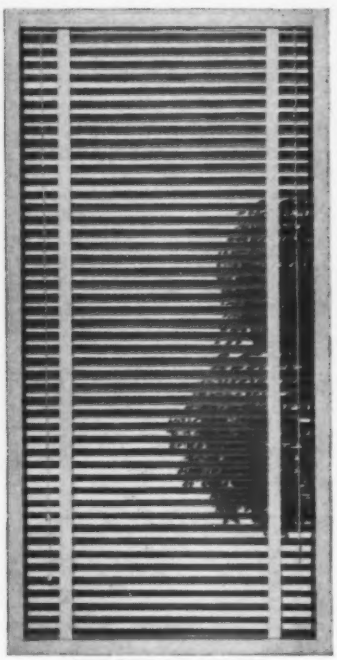

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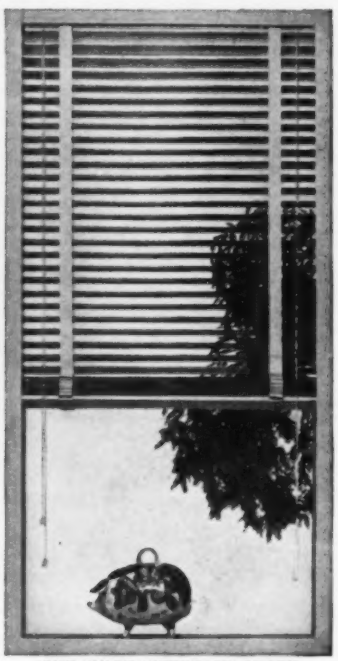

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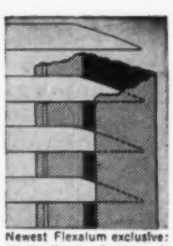

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WHY TEACHERS DISLIKE MERIT RATING

OPPOSED... DIVIDED... FAVORED...

by C. Currien Smith

In this article, I have tried, first, to identify the merit concept as a task-wage or piece-wage concept. Next, I have tried to rule out practices often labeled "merit rating" which I consider extraneous to the issue. Finally, I have tried to isolate the morale-shattering component frequently associated with merit rating practices.

ATTITUDES TOWARDS merit rating generally break down in the following manner: 1) classroom teachers are opposed to it once they have had experience with it; 2) school administrators, including college presidents, are about evenly divided on the issue; and 3) school board members, who supposedly represent the lay public, generally favor it.

It seems appropriate to mention here that school board members, along with perhaps a majority of school administrators, do not understand why teachers are opposed to merit rating, and even the teachers themselves, judging by the time and energy they expend on sometimes fallacious and often extraneous arguments, seem to be in the position of the person in the poem who says:

I do not like thee, Dr. Fell
The reason why, I cannot tell
But this I know and know full well
I do not like thee, Dr. Fell.

Part of the confusion arises from the fact that many salary practices labeled "merit rating" are not really merit rating at all.

The term "merit rating" has many connotations but, generally speaking, it is a method by which wages or salaries are paid according to the number of units produced or the amount of work done. The term "merit rating" is used here in preference to "merit payment" or "quality-of-service recognition," because "merit rating" carries with it an implication of subjective judgment. The salary figure arrived at under a "merit rating" system is the final indication of how a worker has fared in an "evaluation process."

Webster's unabridged does not define "merit rating," but it does define "piece wage" as "a wage paid to the worker at so much per piece." This definition is sufficient to rule out: 1) a situation where wage paid is based on amount of time employed; 2) a situation where "merit"

Dr. Smith is a professor of education at New York State College for Teachers, Albany, New York.

equals certification; 3) a situation where "rating" is in no sense associated with financial wage, such as in the case of rating of the teaching process for purposes of supervision; and 4) an "incentive provision" which is based on objective considerations (as opposed to arbitrary human judgment) and which may be attained by any or all, as opposed to only a percentage, of the certified personnel within a job classification. These four situations are *not,* for purposes of our definition, "merit rating."

Frequently confused with merit rating is the "merit system," the operating basis for state and federal civil service. "Merit system," according to Webster, is "the system of appointing employees to office in the civil service, and of promoting them, for competency only;—opposed in U. S., to spoils system." "Spoils system" is defined as: "Politics. The practice of regarding public offices and their emoluments as so much plunder to be taken from the defeated party and distributed to the victorious party;—opposed to merit system. Cf. CIVIL SERVICE REFORM. Chiefly U. S." "Civil service reform" is defined as "the substitution of business principles and methods for political methods in the conduct of the civil service, esp. in appointments to office." It should be evident from these definitions that the "merit system" of the civil service has no connection with "merit rating." Civil service appointments are based on examinations, and if "rating" is involved, it has to do with job classification, not with wage paid.

Paying department heads or administrators more than classroom teachers, or paying college professors more than assistant professors or instructors, is also often considered the "same thing" as merit rating. When the salary differential is dependent upon greater preparation and/or experience, however, the concept is a certification concept rather than a work-done concept and cannot, therefore, be classified as "merit rating."

Not even the inclusion of provisions for such things as: 1) extra increments beyond those that are automatic; 2) extra pay for extra work; 3) extra increments for department heads and administrators; 4) different pay levels for different college or academic ranks; or even 5) differentiated pay according to sex, marital status, or number of dependents can properly be labeled "merit rating."

When asked why they so strongly oppose merit rating, teachers will generally give one of three reasons: 1) a teacher's worth is impossible to measure; 2) merit rating is nothing but a fiscal device; 3) the principle of merit rating is sound but it won't work. None of these reasons really gets to the heart of the trouble.

Those who believe that the trouble with merit rating is that the true worth of a teacher can never be described, either quantitatively or otherwise, in such manner as to permit satisfactory application of the task-wage concept have adopted a valid position. But even if the teacher's job were to gather apples at a set rate per bushel, he would hardly be satisfied with a wage based only upon the apples he could harvest for these reasons: 1) apples are seasonal and uncertain; 2) the wage must be reconciled with time and the value of the dollar; and 3) a person who can gather two bushels a day may starve while others who can pick 20 bushels a day may live bountifully. Brick layers, ship loaders, and automobile workers do not form unions for the purpose of preserving the principle of merit rating. Requests for a guaranteed annual wage, alike for all within a given job classification, speak for themselves.

Nor is there any argument with the teacher's contention that a merit salary schedule is a fiscal device with the primary purpose of conserving money, but it is easy to recognize that *any* salary schedule—automatic, flexible, arbitrary, or chaotic—is a fiscal device with the primary purpose of keeping expenditures in line with available income.

The teachers who claim that "the principle is sound but it won't work" are evidently laboring under a misapprehension. It is difficult to know what "principle" is being referred to. As Will Rogers once said, "People will vote for prohibition as long as they can stagger to the polls." If they mean the merit rating principle, they are simply parroting a statement they have heard others express or they have not delved deeply into the meaning of their own words. Undoubtedly, many have heard competent educators, known to be opposed to merit rating, say "the principle is sound" and have proceeded on their way without bothering to clear up an apparent contradiction. Any competent educator who states that "the principle is sound" is referring to the certification principle and is not likely to add "but it won't work." A sound principle *will* work. What other criterion is there for determining the soundness of principles?

If these three arguments, then, are not the true issues, what *are* the factors in true merit rating which give rise to demoralization? It may prove helpful to consider the generalization that demoralization has its roots in frustration, and that frustration comes about when one's ideals are out of harmony with observable realities. Generally speaking, then, any salary payment practice which conflicts with a teacher's ideals results in frustration and, consequently, in demoralization.

What are the ideals that American teachers generally espouse? The definition of scientific method provided by H. G. Wells in his *Outline of History* should serve as an illustration of an ideal to which a majority of the public school teachers of America subscribe: "For the true scientific method is this: to trust no statements without verification, to test all things as rigorously as possible, to keep no secrets, to attempt no monopolies, to give out

one's best modestly and plainly, serving no other end but knowledge."

A salary schedule which can be administered in such manner as to conform to the above definition of scientific method will *not* shatter the morale of a group of teachers. Any salary schedule so conceived as to violate such key concepts of American democracy and scientific method as honesty, fairness, integrity, openness, prudence, dignity, freedom and good will *will* break teacher morale.

Inconsistencies, contradictions and insults to human dignity and intelligence always accompany true merit rating. A good hard look at merit rating from a scientific-democratic point of view will reveal it to be: 1) untenable intellectually; 2) disintegrative psychologically; 3) punitive philosophically; 4) destitute economically; and 5) oppressive politically.

Merit rating is intellectually untenable because it is *irrational.* Fraught with contradictions, it is oblivious to the negative results of its original hypothesis. It is defended on the grounds that it "rewards" merit, but is administered in a manner that violates the premise. It is defended on the grounds that it attracts and holds able teachers, though evidence indicates that the ablest and most socially knowledgeable teachers look upon it with shame and disgust. It is defended on the grounds that it provides higher average salaries for teachers, but evidence shows that this is not so. It is defended as if with the voice of the teachers, while the voice is actually that of the administrator. It is defended as if with the voice of science and democracy, but is administered by the hand of the authoritarian.

Merit rating is disintegrative psychologically, partly because it is competitive in a situation that calls for cooperation. People do not like to be singled out for special consideration among their close colleagues—favorably *or* unfavorably. Those with a high degree of social intelligence are particularly sensitive to the ultimate benefits of group action, cooperation and respect for the contributions and needs of their peers. It is not only the unmerited who suffer under merit rating. Demoralization spreads throughout the group and a spirit of aloofness, suspicion and separation develops.

Merit rating is disintegrative psychologically also because it imposes a threat that is inherently mystifying. Fear may be defined as a mental state that arises when danger is recognized and no effective control of the danger seems possible. Merit rating is whimsical, capricious and arbitrary. No specific antidote can be prescribed for an unknown virus. The scientific method and an authoritarian doctrine cannot cope with each other on even terms. The scientist cannot reason in circles and the authoritarian cannot reason otherwise. A stalemate in chess can be resolved by playing another game according to the same rules, or by calling the result a stand-off, without disgrace to either contestant. But an impasse in merit rating is not a stalemate; it is a defeat for the underdog, or, if a victory, an ignominious one.

Another reason why merit rating is disintegrative psychologically is its apparent assumption not only that money is a desirable and effective incentive, but that merit payments are "rewards" for "outstanding" service. Teachers' salaries are not "rewards." They are the subsistence which makes it possible for the teacher to devote his time to his calling. A jet pilot is not "rewarded" with an oxygen mask because he flew into the stratosphere. He is "provided" with the mask beforehand so that he may have a chance to accomplish his function. When the function does not call for an inordinate amount of subsistence, there can be no valid excuse for "rewarding" some with the subsistence of others.

Merit rating is punitive philosophically not only because it is so constituted as to penalize a majority while "rewarding" a minority, but also because it is retributional. "Why should I bat my brains out to get the same salary as the joker next to me who doesn't give a damn!" These are the words of a young teacher who has not been initiated into the mysteries of merit rating. He is working within a 10-month automatic salary schedule with a substantial base, achieved by a strong state teachers' association through a long series of battles. It has not occurred to him that there are various degrees and interpretations of "giving a damn" and that even his "degree" may not come within even the lowliest of the percentages whence comes the judgment day. But this is not the worst part. The crucial question is: Will merit rating rehabilitate the joker and cause him to render a more wholesome service to the society which intends, in any case, to continue his employment?

Common sense dictates that employees who are not capable of performing their duties at a level of efficiency commensurate with the minimum that can be obtained under existing conditions of supply and demand should be directed into other lines of endeavor. In other words, the only solution to incompetence is dismissal. But this calls for courage and determination, plus valid and reliable decisions on the part of the administrator. Where there is doubt, hesitation to dismiss is excusable, but the practice of withholding increments in such cases can hardly be expected to correct the situation. *Any employee worth keeping is worth encouraging.* The kind of leadership that achieves wholesome followership does not need a switch.

Merit rating is destitute economically. It has the characteristics of a parasite. It is rarely autogenetic. It depends on the prior existence of a substantial salary base for all, plus automatic increments. Remove this base and the parasite must also die. Allow the parasite to flourish and it will kill the base and destroy itself. Merit rating cannot be equally available to all. There must be percentages, and the percentages must draw their premiums from the resources of the body. Wherever there is cream there must have been milk. Take out the cream and what is left is weak and without nourishment. Stop the milk supply and there will be no more cream. Merit rating does not *create* cream, it simply separates it, and, almost invariably, distributes the "plunder" to the "victorious party."

Merit rating is oppressive politically, largely because the people who are directly affected by it are not the ones who originated it, put it into operation, and adminis-

tered it. Inexperienced teachers—influenced by naïve or incompetent administrators—may sometimes vote for a merit rating schedule and thus become a party to its inauguration, but merit rating cannot prevail for long in a democratic-scientific atmosphere. Merit rating is usually imposed from above "as a mandate from the board as a prerequisite to further salary increases." It is rarely "thoroughly understood by the majority of the staff prior to its adoption" and is "explained only briefly after it is put into operation." It is perhaps without exception, "applied to classroom teachers only" rather than "to the entire professional staff, beginning with the higher echelons of service." It cannot possibly be "based on the best experience and research available at the time" in 1960 America.*

Merit rating is oppressive politically because it is arbitrary. It is based upon subjective, unreliable and consequently unpredictable judgments. Salary scales based upon objective considerations—such as professional degrees and years of experience—do not satisfy the criteria for merit rating. Standards for certification must be established at a level that will permit an adequate supply of qualified workers. If there is no mystery, prospective employees can assay their chances against objective criteria. If the standards are too high, and prior notice is available, prospective employees can look elsewhere. It is only after employees are *captive* that merit rating can work, and then only for the time that tyranny is practically inescapable.

Merit rating is oppressive politically because it is administratively irresponsible. If it is truly merit rating, it cannot be administered responsibly because there is no objective base to serve as a point of reference. If there are no percentages and the standards are clear, objective, and reasonable, anyone who qualifies for certification can qualify for merit. Since teaching effectiveness cannot be measured reasonably, and since, at any rate, no sound basis for salary determination would be supplied by the measurement, the only defense for *withholding* the merit reward is the arithmetic of percentages. "You have merit, of course, but only a certain percentage can be chosen. It is out of my hands. Perhaps later your turn will come." Obviously, the turn never comes for more than the percentages allow.

Irresponsibility reaches saturation point when the administration adopts the "democratic" procedure of working with a committee. The committee may be composed entirely of administrative personnel—including some department heads—but it may also include one or two classroom teachers considered "meritorious" for one reason or another. The committee advises and recommends but has no authority for final decisions, which properly are an obligation of the chief administrative official. No committee member is likely to provide more than a vague report of what happened in "executive" sessions, the attitude seeming to be "see the boss." When the "boss" is approached and the "percentage" brush-off is not successful, the answer is apt to be "You have merit, of course, but the committee did not include you among its majority selection."

A merit salary schedule is not truly merit rating when it is administered objectively by an administration which conforms to scientific-democratic principles. It goes without saying that such an administration is a captive of conditions beyond its immediate control. When "promotional increments" are assigned honestly, fairly and objectively on the basis of educational qualifications, experience and job classifications, classroom teachers can accept their fates with equanimity. There is no mystery, no secrecy and no threat to personal dignity. The entire staff can proceed confidently toward the ultimate alleviation of whatever injustices exist. Such opportunity does not exist under the despotic atmosphere of merit rating.

It has been the purpose here to try to look beneath the surface of "merit rating" with a view to discovering the factors inherent in the practice which cause it to exercise a demoralizing influence on the group. An attempt has been made to establish the point that the morale-shattering component of merit rating is not an inherent quality of merit salary payments. Merit salary payments and merit rating are, more often than not, associated with each other, but merit salary payments can be thought of more properly as a *symptom* of a disease rather than the disease itself.

The task-wage concept may exist without involving the general concept of merit rating. Merit rating is best described as a point of view or as a pattern of thinking. It is authoritarian rather than scientific. It is retributional rather than operational. It is whimsical rather than systematic. It is irrational rather than rational. It is contemptuous of the rights and needs of employees, is parasitic, monopolistic, individualistic and dogmatic.

Practically without exception, responsibility for the existence of merit rating rests upon the chief administrative official rather than on the teachers, school board or citizens at large. It rests upon administrators not because they originate it or favor it, but because they do not provide the leadership that would prevent the introduction of practices detrimental to wholesome group morale. If administration has a function, a part of that function is to create conditions conducive to good group morale and to correct conditions obviously detrimental to efficient democratic operation. It is only on this basis that a scientific-democratic official can keep his own self-respect, without which he can hardly hope to earn the respect of others.

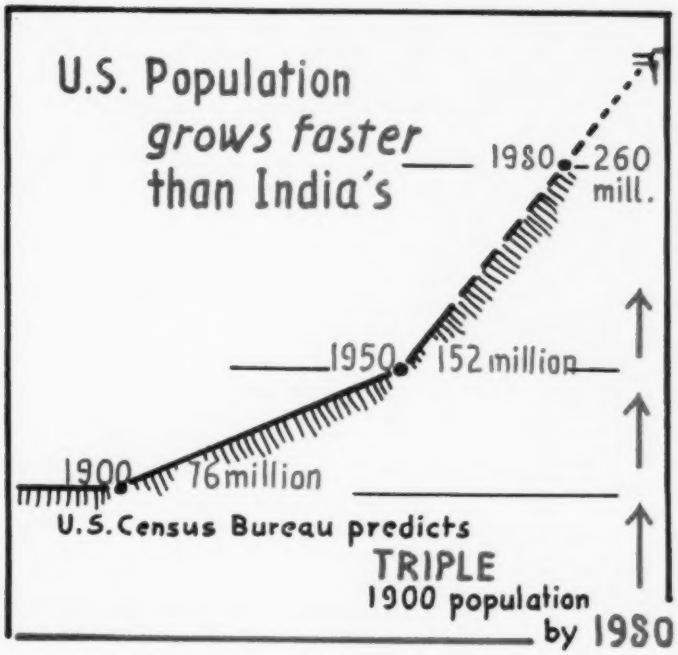
* Words in quotes are paraphrased from questions in *Teacher Merit and Teacher Salary*, Report of Special Committee on Merit Payments, New York State Teachers Association, 1957.

ENROLLMENT

~~POPULATION~~ EXPLOSION AHEAD

RUN - DO NOT WALK

to the nearest - BUILDER ?
- BANKER ?
- (DRUGSTORE ?)



SCHOOLS - COLLEGES
enroll more
5-24 year olds
every year

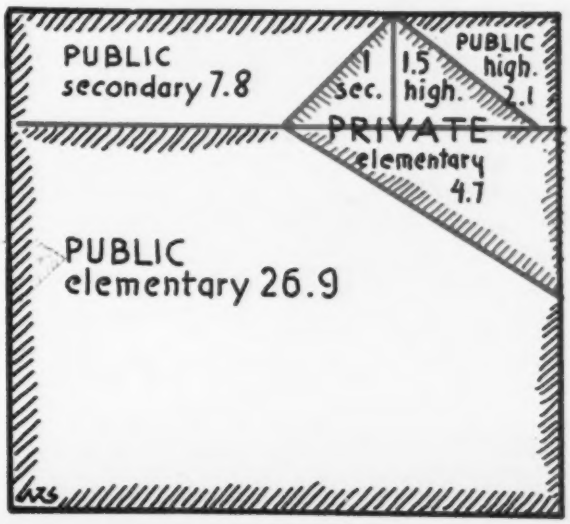
1950 64% of 46 million
1958 75% of 56 million
1965 ?% of 66 million

NEA Estimates
Enrollments
in millions

1959 31.6 Elementary
8.8 Secondary
3.6 Higher Education

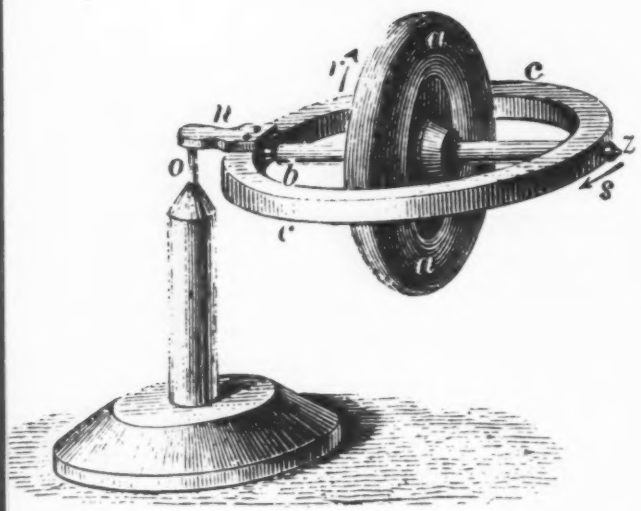
1965 34.6 Elementary
12.3 Secondary
5.0 Higher Education

The PUBLIC - PRIVATE MIX
in millions



how to keep an even keel

by Van Miller



——gyroscope

WE TALK A LOT about the pressures and dilemmas confronting school administrators and the decision making and action taking required of the administrative position. If the administrator is to be an administrative leader he needs a solid inner conviction which will keep him on course when the pressures come.

Ordway Tead has said that the leader needs faith. Faith is conceived as "the giving of substance to things hoped for, and the conviction of things not seen." It undergirds belief in the public enterprise of education, confidence in the administrator's personal and professional capacity to fill his role, and trust in the bonds of human relationships which support the enterprise. It involves sustained effort to bring improvement based on the confirming experience that such activity is good.

Like any other individual, the school administrator needs some time privately to re-check his psychological guidelines and to re-establish himself. He may do this by spending time with his family, by meditating quietly, by studying a new field or by pursuing a challenging hobby. He may re-live old experiences and ponder old thoughts to derive a fresh interpretation and a deeper understanding. This opportunity to know and develop and respect the own individual most accessible to him—himself—is a way of renewing his faith in the value of individuality and his respect for it. It is personal rather than public. Without such time and effort he either runs down and wears out or he lives at a very shallow level.

Keeping close to the learners

The school administrator also needs to work at maintaining his faith in public education and in his role. He needs to keep close to the basic function of the school—the service to individual human beings—so he can experience separate human reactions and witness the impact of education upon personalities. One state supervisor of rural education used to spend a month each year teaching in some rural school in the state she served.

Dr. Miller is professor of education at the University of Illinois.

In a number of instances administrators have regularly taken an assignment of teaching a class each semester, once a year, or once every two or three years. Some administrators mark off definite periods each day to be in the classrooms sharing, through observation, the basic function of the schools. One major city superintendent regularly marked off one day of each week to spend with pupils in some one of the many local attendance units within the city. Such activities provide the reference point of on-the-spot learning activities when the administrator is pondering school decisions or interpreting school programs.

The annual meetings of the National Conference of Professors of Educational Administration are family affairs. Many of the wives and children come along with the conferees. The Weaps (Wives of Educational Administration Professors) have informal social activities during the week. A varied recreational program is arranged for the Cheaps (Children of Educational Administration Professors). At the 1951 meeting in Greeley, Colorado, a visiting professor from abroad explained that never in his country would such a meeting be cluttered with women and children. At the close of the same conference Willard Goslin, who had just returned from a trip around the world in which he had taken the time to observe and visit with a variety of people, gave his reaction: the presence of the children, a sample of young individuals from all over the country comparing notes about their interests and opportunities, was one of the notable features of the conference. Their presence turned many luncheon discussions to the development of the children and the opportunities and handicaps they were experiencing—not as a statistical symbol of the pressing school population but as personal representatives of the millions of other individual pupils. Goslin pointed out that their very presence kept the conference close to the basic function of education and thereby contributed to the value of conference discussions and to the renewal of faith of the individual conferees.

People are not always for or against

A second support for faith is the practice of viewing people in a continuum rather than in a dichotomy. The insecure and anxious beginning administrator sometimes finds himself mentally listing which teachers (or board members or community people) are for him and which are against him. This mental exercise may eventually lead him to classify the total population as pro or anti. Such a view fails to recognize that few if any of the people have ever considered themselves for or against the administrator. He is in a position of headship to which they react differently depending upon the situation at hand.

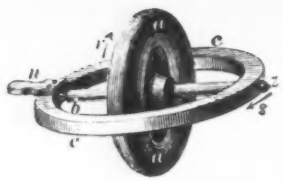
By viewing people as occupying shifting positions on a continuum the administrator can place himself among them. As one with them he does not have the others under inspection and suspicion as he does when he makes himself the reference point and tries to sort them out as being either altogether for or against him. He should see both himself and others as capable of shifting stands on an issue. This will rarely be done by a complete reversal of position but rather by moving a bit further one way or the other along the continuum. He should also recognize that with any stand he takes there is likely to be some opposition and that generally this opposition is to his stand rather than to him personally, although the opposition will sometimes carry over to him personally.

With respect to this problem Willard Spalding has said, "I find it extremely difficult to teach students, even experienced administrators, that most decisions are disliked by some people, who transfer their attitude from the decision to the administrator. People being what they are, there will always be a nest egg of ill-will toward the superintendent. The behaviors described here result from failure to accept the fact that the administrator will not be universally loved and from failure to be unwilling to be disliked for making the right decisions."

Using differences of opinion

Another support for faith is the attitude of valuing the existence of differences in viewpoint. The lack of differences would mean also the lack of individuality or any respect for it. It would mean the lack of any occasion for appraising current status and for introducing change leading to improvement. The administrator should not only expect differences in viewpoint—he should accept the value of having them.

Mary Parker Follett has advised administrators not to regard conflict as good or bad but simply as the appear-



ance of differences of opinion and of interest. Since differences cannot be avoided they should be used. Used for what? The actuality of differences gives everyone occasion to exercise his personal attitude toward whatever is under consideration. This is the basis of his personal attachment and involvement in discussion and in action. The fact that it touches his personal views and that how it is settled or done makes a difference to him personally is the basis of his interest in it. Differences in viewpoint provide an audience for consideration of school issues. They provide the basis for participation.

Simon, Smithburg, and Thompson, in *Public Administration,* reinforce the value of differences:

> We should also warn the reader not to regard conflict as necessarily or inherently bad. Conflict may be the means for bringing to bear on individual decisions a wide range of specialized competences. It may also be the means for bringing into the view of high level administrators, of legislators, and the public basic issues of public policy that need resolution. It may prevent these issues from being decided anonymously at obscure levels of the bureaucracy, and hence may be an important means of securing democratic control.

The administrator's function, therefore, is not to eliminate differences in viewpoint, but to use them in the present rendering of a decision or improving an activity. He seeks a political decision in the best sense. In our American emphasis on human dignity we have been unwilling to impose conformity. We have sought to preserve the freedom of each individual to his own views. Such freedom is possible only where political decision is an acceptable means of resolving conflict. Political decision seeks agreement on a basis for action best for all and at least tolerable for each. In such agreement some biases may be modified or feelings may be overlooked with respect to the particular activity taken or for the particular period of time involved. This is different from giving them up altogether. Each has the expectation of further exercise of sentiment and re-examination of personal values in subsequent decision-making situations. The shifting balance of powers of our system makes it possible to reach action decisions while permitting individual opinions to be expressed.

Profiting from failure

A fourth support for faith lies in seeing the usefulness of failures as learning situations. Many writers have documented the success myth in American culture which has made failure, or the appearance of it, a threat to inner security. But one cannot wish failure out of existence. Rather, what can he do with it? This problem, pondered in a context of high school pupils many years ago, produced the paradoxical phrase, "successful failure," meaning that an experience of failure was used as a learning experience leading to personal readjustment and to more appropriate handling of subsequent situations. No one seeks situations which turn out unsuccessfully but that is no reason why one should not seek to make the best use of such situations when things have turned out wrong in spite of all that was tried. Because the factors contributing to failure may lie elsewhere than in the administrative leader, it is desirable that an appraisal of less than successful ventures be shared so that as many learn from the experience as possible.

One of the lessons that failure teaches is that no individual has complete control over the situation—he has only a part to play. There is folk-wisdom in the attitude of the baseball pitcher who said he did the best he could with the ball up until the time it finally left his hand and that after that it was up to the batter. He was able to maintain his composure and keep working when the game was tight. He had learned to bear responsibility for that over which he had control and not to defeat himself worrying about that over which he had none.

Another thing which administrators have been able to learn from apparent failure is that results are not as drastic as they may seem. A review of forced resignations under fire will show that being fired doesn't necessarily darken the record—it is *why* one was fired that makes the difference. There are many instances in which an administrator took a stand which cost him his job, and gained respect and a better appointment than the one he had been forced to leave. Even though such forced resignation or scathing public criticism is disheartening at the time, it is possible to find out how one behaves under such circumstances and to go forward with greater self-respect and confidence and courage.

Don't play Atlas

A fifth support for faith is the ability to differentiate between things to be changed and things to be endured. The administrator cannot put the world to rights by himself. His faith is strengthened when he takes this into account and realizes that his contribution will be worth

most when his efforts are channeled to objectives most urgent and within the realm of achievement. He will realize that, as one of many in a system of social interaction, he can induce desirable change by effectively tackling pieces of the big problem. This is more effective than displaying himself as a tragic hero agonizingly pushing against an immovable object. In his daily meditations he needs to consider the things he had best endure and those things which are promising possibilities.

In his 1954 Inglis Lecture, Willard Spalding pointed out among the things to be endured by educational administrators the lack of immediate knowledge of success, reliance on others for ultimate performance, and the difficulty of assigning responsibility along with delegated authority. He expressed hope for changes in the concepts of efficiency in administration and in the workable knowledge administrators possess about people in groups. Conditions creating most anxiety and also most subject to ready elimination, in his opinion, were usurpation of the public's prerogative to determine the ends of education, use of participation to increase dependency on the superintendent, fear of the natural hierarchy of a group rather than utilization of its strength, and lack of an operational definition of democratic administration.

Moral strength

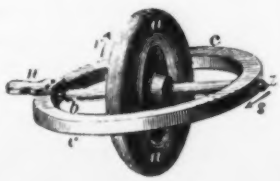
A sixth area of support for faith lies in the key strength of sound moral position. The faith and trust which buoys up the human spirit is based on self respect. The moral position is that of serving what is good and true and lovely rather than serving a personal advantage. It is making a decision on the basis of what, as one honestly sees it, is best for all involved rather than what is advantageous to the individual or his favorites. One may be embarrassed and apologetic if exposed in a position that is less than morally sound, but if the moral position is sound there is no call for apology.

One school administrator feared the manipulations of what he thought was a local political machine. This group seemed to seek advantage for its members and retainers in the allocation of school contracts and in deferential treatment for certain pupils. As is always tempting in such a situation, the administrator pondered countering their pressures with a machine of his own. He also experienced anxiety over holding or losing his job. A professional confidant with whom he pondered his situation helped him to see that the machine, if it did exist, had to rely upon a surface respectability. His friend showed him that if he were to stand his ground to the point where the business at hand would have to come up for public airing, through the papers or in informal conversations or in official meetings, the machine would either have to back off or else get hurt politically. When this advice was followed the machine did back off, and on the one occasion when they did not a key figure in their group lost public status, to the detriment of the machine.

A writer in public administration has advised the same tactics. He states that the worst possible device is to try to outmaneuver the professional machine politician at his own game. He says that bland astonishment is a better defense against obtrusive political behavior than lecturing on political morals. He urges administrators not to become hysterical on first sight of venality in a system where everyone must make concessions to the imperfections of others. This implies an important aspect of sound moral position that must not be overlooked—that self-righteousness has no part in it! The holder of a sound moral position will not persist in arguing that he is right when it is shown that he is wrong, nor will he imply that those who disagree with the position he holds are wrong rather than just different.

Core of values

The administrator's moral values must rest upon an intellectual and spiritual contemplation of the nature of the universe, the nature of man, and, in public education, the nature of public schools. The task of moral choice as to goals and methods and treatment of other individuals is an inescapable assignment. No knowledge of administrative techniques will relieve him of this responsibility. The possession and nurture of a core of values gives the administrator the basis of personal control and the source of inner security. Without such a spirit the administrator can never really know who he is or what he should do. He will be only what the strongest pressure represents. Instead of being adaptable he will be only pliable. The central ideas emotionalized as ideals provide the basis around which he can pull himself together in the face of shattering circumstances. With attention to his soul he can have self-respect and a foundation for the respect of others.



HOW TO EVALUATE PLANS FOR YOUR NEW SCHOOL BUILDING

Twelve Steps in Evaluating Architectural Plans for a New School

by William Lyman

Smith & Smith/Architects
Royal Oak & Iron Mountain, Michigan

A NEW educational building represents a considerable investment for a local community, private group or college—in time, talent and money. It is hoped that the end result, the completed structure, will meet the expectations of the planners, the community, the instructors and the students. But when the "tenants" move in, dissatisfactions with the building or certain of its features may become apparent. Then it is too late for anything but costly or makeshift adjustments.

The time to evaluate the architectural plan of a new educational building and to suggest possible changes is while the structure is being designed. Your architect is there to translate needs into appropriate spaces. He can only do this with your help.

How does the educational executive, his staff, school board members or laymen go about evaluating the architect's proposals for a new building? We have attempted to answer this question with an outline of 12 important steps which form a basis for constructive criticism and evaluation.

Does the arrangement of the plan and the design of individual spaces fulfill the functional requirements of your educational specifications?

A building is as good as the program behind it. Without adequate educational specifications your architect can merely hope that the building he designs will meet the immediate and foreseeable needs of everyone concerned. If he has to resort to guesswork in developing the plans, the chances are pretty good that the staff will find "bugs" in the building right from the start. Give your architect all the design information he needs and then make certain the building is designed to function as intended.

Has maximum flexibility been provided in both the arrangement and design of spaces to facilitate future changes in the curriculum?

"Flexibility" is one of the most widely used words in the field of educational planning and probably one of the least understood. Its simplest meaning: allowing for future changes in the curriculum. These changes might require converting rooms to different uses or changing their size. This suggests a few or no "built-ins," partitions that can be moved, ceiling, lighting and ventilating systems that can be altered. When you use the word "flexibility," try to spell out what you mean.

Does the building contain the minimum amount of space with no educational value?

This might better be stated: does the building contain the maximum of educationally useful space? In a properly conceived educational program, many so-called "service areas" in a building can be educationally useful. A well-designed boiler room can be the most exciting room in a school. We should think more about using such rooms in the educational program. Don't overlook corridors and lobbies as educational space.

HOW TO EVALUATE PLANS FOR YOUR NEW SCHOOL BUILDING

4.

Have the environmental requirements for good seeing, good hearing, good "weather," good scale, been met in the best manner?

Here you will need to know something about the techniques of building. Have your architect explain fully what he proposes to do and why. Compare what he proposes with what has been done in other places. Remember that all the above conditions affect the efficiency of the learning process.

5.

Have structural methods and materials been employed with an eye to maintenance cost as well as initial cost?

Don't make decisions solely on the basis of first cost. As has been said by others, "true economy is a complex relationship between original cost, educational utility, efficiency, maintenance and operation expenses." Take a long look at the materials proposed for building. Remember that "economy" and "cheapness" are not the same thing.

6.

Have all the safety requirements been met?

Don't depend entirely on regulations enforced by law. Review the plans with a head full of common sense on matters of exits, projections, steps, and fire protection. Sometimes your architect may attempt to rationalize his way around some valid objections.

7.

Do the buildings and outdoor facilities make the best use of the site?

Here again, you will have to know something about the art of building and the technique of laying out athletic and parking facilities. If your architect has been given full freedom in this matter, place on him the responsibility of justifying his proposals. Remember that you are obligated to provide him with all the information he needs to know about the site. Avoid guesswork about what can be done on your land.

8.

Do the building and site layouts provide for anticipated expansion?

Your architect can only do as well for you as you do for him. Provide him with an adequate program. You may have to do some guesswork in your educational specifications on the matter of anticipated expansion. Don't dump this guesswork into your architect's lap; he looks to you for instructions on this point.

9.

Is the architect's estimated construction cost within your budget?

The reliability of an architect's estimate is a measure of his experience. If you have any doubts about his estimate, err on the conservative side; it is cheaper to add than delete. Have your architect check his estimate periodically during the preparation of working drawings. Be sure to provide him with an overall budget at the start of the job.

10.

Is the estimated construction cost in line with comparable facilities in other areas?

This may be a difficult question to answer. Construction costs can vary as much as 20 percent within a 100-mile radius. Remember the complex relationship between initial cost and maintenance cost. Make certain you are comparing equal facilities.

11.

Has your architect come up with an honest, imaginative interpretation of the architectural program?

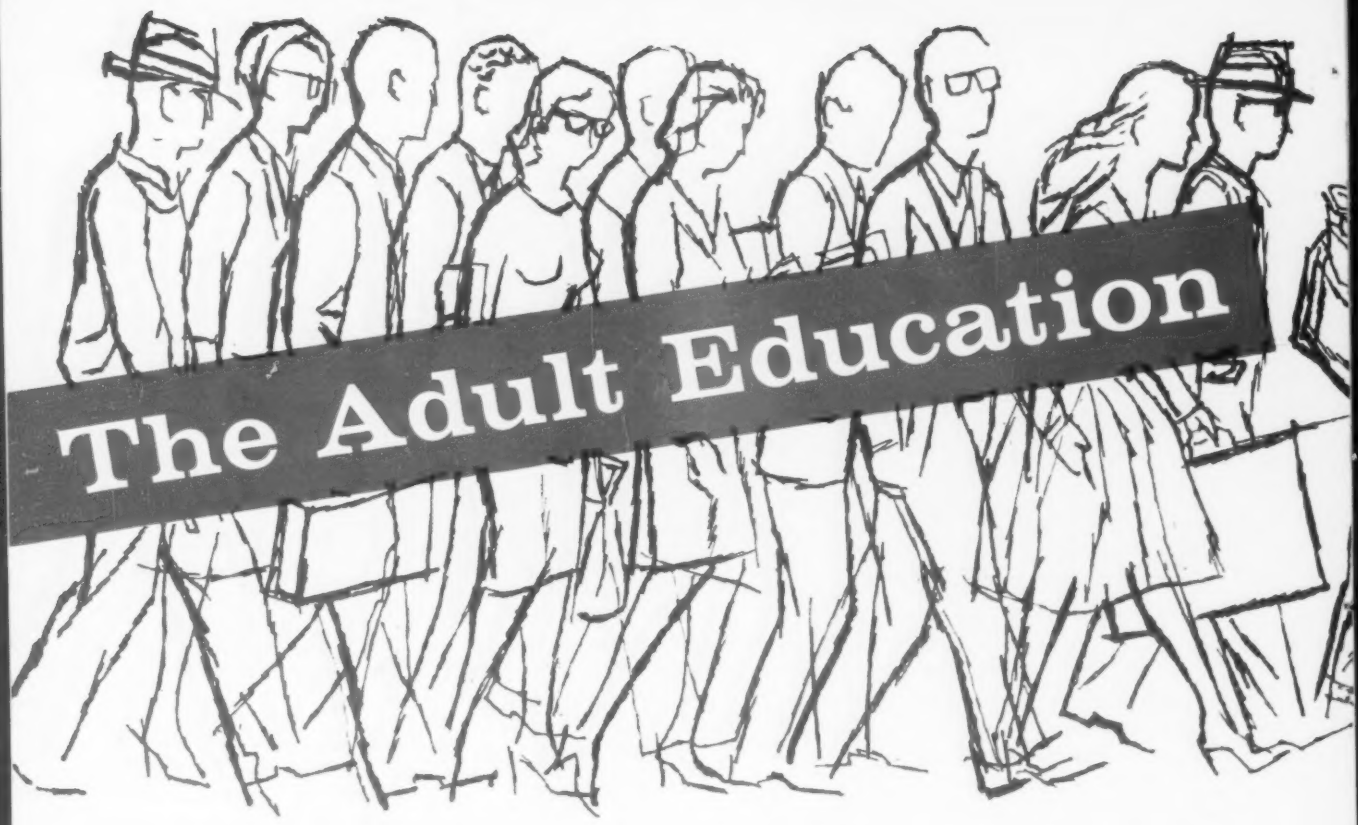
Permit your architect to *be* the architect. The primary function of the educational executive and the school board or college trustees is to furnish the architect with a building program and to insure that it is followed in the development of the plans. Don't attempt to tell the architect how the building should look. If it is necessary to make a general statement about the desired character of the building, include such a statement in your educational specifications; don't wait until the building is half-designed. Consider yourself fortunate if you have an architect with sensitivity and imagination.

12.

Lastly, will the new structure be a friendly buiding and will it inspire a feeling of pride among students, instructors and citizens which it serves?

There is no sure way to answer this question before a building is finished. If you know your architect and his work, you can pretty well rest assured that he will give you this kind of a building. The best insurance is the knowledge that you have worked closely with your architect right from the start, preferably from the time you first started to think and talk about the new plan, and that you have conveyed to him everything possible about the kind of building you want.

These 12 steps lead to a successful realization of your educational plant construction program. Don't wait too long. Give your architect a fair share of your co-operation and he will give you a full measure of building.



The Adult Education

THERE ARE more adults going to school now than the total of all elementary school children, high school youths, and college students in our country. Looks as if the old song, "School days, school days . . ." is as out of date as dunce caps, slate pencils and high button shoes. When are school days, anyway?

More than 58 million adults were engaged in one kind of education activity or other in 1956–57, according to one estimate. In that same year, there were some 41,366,000 persons enrolled in our regular school system at the elementary, secondary and higher education levels. All together, then, nearly 100 million people—children, youths and adults—were studying in the U. S. in 1956–57. And more than half of them were adults!

It is clear that our concept of "education" as limited to elementary schools, high schools and colleges is outmoded. Even after allowing for inaccuracies and duplications in the statistics, we cannot deny that we have a lusty, enveloping educational phenomenon in adult education. Its existence demands that we reorient our thinking about the make-up of our American education system.

Adult education is not new. What *is* new is its accelerating popularity during the past two decades. Several currents within our society have converged to motivate millions of adults to take to their books:

Technological Developments: What physician can keep up with the newly-announced drugs, diagnostic procedures and remedial techniques without help? Why does the General Motors Corporation maintain its own schools for mechanics? Would you suggest that your children learn to make buggy whips or butter churns for the family kitchen? No one wants to learn an obsolete trade.

Changing World Conditions: Curiosity, interest and apprehension result from our closer contacts with persons and places strange to us. Millions of ex-GI's and tourists have seen Paris and Bali. Other millions see them vicariously in theaters and on TV. And of late, pieces of another world have beeped at us from outer space. Faced with the realities of today's wide, wide world, we feel uncomfortable in our ignorance—and in the realization that much of what we learned as children is now either obsolete or incorrect.

Expanding Populations: More people are experiencing the lonesomeness of crowds. And more will yearly. The shift of our country from a predominantly rural to an urban society of "strip cities" along our super-highways increasingly restricts the living room we each have. And the fact that we're on the move doesn't add to our feelings of stability either. Between March 1957 and March 1958, one-fifth of our population changed their addresses.

"Much of the drive for action," writes the director of an adult education project in San Bernardino, California, "springs not alone from dissatisfaction with a specific community service or situation. It comes from a general restlessness and rootlessness which seem characteristic

By Daniel R. Davies, professor of education at Teachers College, Columbia University.

of our times. People are searching for movements with which they can identify and which seem to achieve success—visible results which give assurances of Man's continued mastery over his environment."

Changing American Taste: Our standard of taste as a people, writes Gilburt Burck in the July 1959 issue of *Fortune,* has been rising and will continue to rise. "The change will be pervasive, encompassing nearly all social and income groups, and will be evident not only in the things people buy, but in the ways people use their leisure." He lists four major forces responsible for the change: (1) rising real income, with many people enjoying some left-over money (discretionary income) after the subsistence bills are paid; (2) more education; (3) taste-elevating advertising through mass communication media; and (4) our striving for self-betterment.

As standards of taste rise, our urge for self-expression, or "status-seeking," as Vance Packard would put it, finds expression in different ways. It is already known that automobiles are losing their punch as status symbols. They look too much alike. The home and its furnishings may be replacing them. But, according to sociologist Nelson Foote, there are strong evidences that the acquisition of *things* of any sort will increasingly give way to efforts *to expand individuality,* to devote time and money to "a pursuit of meaning." Here, then, is where education comes into its own, in its power to assist each person to achieve a greater degree of self-realization.

If the above argument is tenable, continuing prosperity and higher real income for everyone will surely lead to an expansion of adult educational activities. We may be merely on the threshold of the spread of public recognition and support for schools for adults.

Some thoughtful people are maintaining that children born today will never finish school. They will be in and out of the labor force from the cradle to the grave. And for some groups, the prediction is already a reality, e.g., doctors, teachers, and automobile mechanics.

What Do They Study?

Everything and anything. Within the boundaries of a little neighborhood in a suburban village, for example, seven adults from a group of 15 families are studying as follows:

* Person #1 is the director of a research laboratory. He has a Ph.D. He is attending a two-week conference on new research problems and techniques sponsored by his industry.
* Person #2 is an interior decorator. He is a young man with a personal adjustment problem. To help work it out, he has enrolled in a course in psychology in a nearby college.
* Person #3 is a mother whose children have grown and who now wants to complete the work which she started years ago for a teaching certificate. She is enrolled in a teachers' college as a part-time student.
* Person #4, another homemaker, is studying flower arranging in one of the adult education classes in the local high school.
* Person #5 is employed in a large public utility corpo-

ration as a trainer of new employees. He is a graduate engineer who has had sales experience. Because he feels inadequate as a teacher, he is studying teaching and learning in a metropolitan university—also as a part-time student.

* Person #6 is a young girl who has finished school and is now living at home pending the outcome of the courting process. She is continuing private home piano lessons and has about half completed a secretarial course in a proprietary school.
* Person #7, an enthusiastic scoutmaster, has begun the long series of training courses offered by the local Boy Scout Council in an effort to win his Key.

No longer can we think of adult education as centering around the formal evening courses for adults in our public schools. Actually, the number of adults in those courses is not quite five million. By far the greater majority is studying in some activity sponsored by organizations other than the public schools. Just the partial listing of such organizations impressively shows the variety of educational opportunities in our country: college and university extension divisions, military organizations, religious institutions, business and industry, agricultural agencies, libraries, museums and art galleries, educational radio and TV, correspondence schools, community organizations, YMCA and YWCA, the Red Cross, and prisons.

The list of sponsoring organizations gives a clue to the kinds of courses available. Roughly, they fall into four categories: vocational, recreational, cultural and fundamental. Their order of importance is anyone's guess.

Direction to the Stampede?

Within the adult education movement there is a ferment of innovation. Because directions and relationships cannot be defined, they cannot become rigid. There is freedom to improvise, to invent, without the limiting stereotypes of elementary, secondary and higher education.

A big step forward, says C. Scott Fletcher of the Fund for Adult Education, will be taken when adult education comes to be accepted as *continuing* rather than *remedial* education. "The view of continuing education as remedial is based on the misconception that education is a concluded achievement rather than an endless process. Since most people 'get educated' by early maturity, as this misconception goes, adult education is an admission of deficiency. The correct conception is that it is *the* most serious program of boundlessly extending one's knowledge and understanding."

One of the best statements on the subject of adult education is in a small book, *A Design For Democracy*, an abridgment of an educational classic, the "1919 Report," by the Adult Education Committee of the British Ministry of Reconstruction. It is considered a comprehensive survey and a philosophy of adult education as a permanent national necessity, and was published jointly in 1956 by the Adult Education Association of the USA, the Canadian Association for Adult Education, and the National Institute of Adult Education, Great Britain.

Extremely thought-provoking is the realization that as far back as 1919 the writers of the Report could say, ". . . it is still necessary . . . to take as the basis of adult education the living interests of the people concerned; it is still true that teachers in adult education must promote a temper of comradeship and mutual helpfulness among those who listen to them, and in every way seek to create a social spirit, that they may have influence so long as they do not rely on authority, that discussion is essential because it makes the group active partners, but that mere discussion without some subject of instruction may become desultory or rambling. Yet the missionary spirit of the work is what matters, much more than any tricks of the trade." This is a splendid statement of the basis of teaching at *any* level!

Libraries active in movement

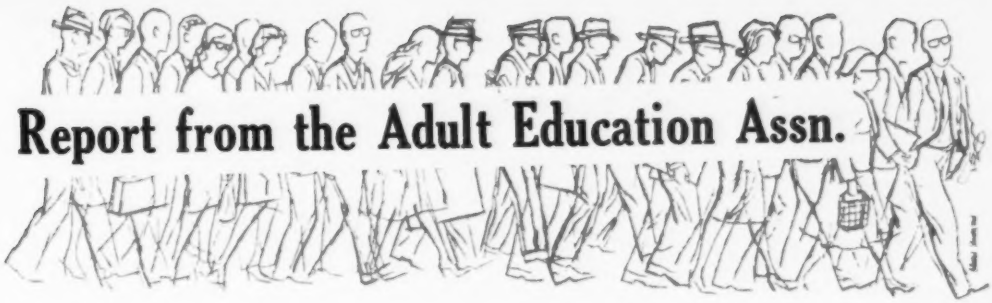
All of this is having an effect upon the basic philosophy of the library movement, according to Katherine O'Brien, Assistant Director of Adult Services of the New York Public Library. Libraries are no longer being viewed as storage places. Rather, they are taking an active part in going out into communities to offer services such as helping plan courses and supporting education generally. They recognize, too, that books are no longer the only source of information and ideas. Hence, they sponsor group activities of all kinds, both formal and informal: discussions, lectures, music programs, and art sessions. The activities may be educational, cultural, or recreational—in the broadest sense, where "recreation" means re-creation of the individual. The American Library Association supports educational TV, too.

Libraries are taking more interest in education of the aged. Some set up separate groups for the aged; others, like the New York Public Library, attempt to integrate older people into all the activities. Miss O'Brien believes that this interest by libraries in continuing education has developed in the past two decades or less—and that libraries have been stimulated to change by a surging popular interest in continuing education.

Increased attention to adult education is being shown by a large number of state education departments. The problems they face include:

—Lack of information concerning adult education needs
—Lack of interest on the part of many local school boards
—Lack of clear thinking about the school's role at the community level
—Inadequate staffing in the state department to assist in adult education
—Improvement of teaching
—Curriculum, e.g., how to improve and expand parent education; how to handle the discussion of public issues; education about education

Direction there is. And confusion there is. But, despite the appearance of duplication, of randomness, of chaos, there is no mistaking the central purpose: unlimited opportunity for adults to utilize and develop all of their talents. And that "appears to be one of the most effective ways to improve individuals and a society of free people."



Report from the Adult Education Assn.

By Herbert C. Hunsaker, president of the Adult Education Association of the U.S.A. and assistant director of adult education at Purdue University.

In 1951, two national organizations, the American Association for Adult Education and the department of adult education of the NEA, merged to form a new group —the Adult Education Association. It began with a combined membership of 2,500. Today, it has 5,200 members and 3,400 subscribers to its two magazines, *Adult Leadership* and *Adult Education*.

The issues which confront the AEA today were presented at its last conference by Edmund de S. Brunner, director of the Bureau of Applied Social Sciences and professor emeritus of Teachers College, Columbia University. Dr. Brunner reported on a study, made by the Bureau at the AEA's request, that investigated the objectives and program of the Association, the administrative structure it should have, and the difficulties the AEA has experienced since its founding.* The Brunner study, frankly critical, provides data, findings and recommendations which if acted upon give promise of writing a significant chapter in the history of the adult education movement.

The conference's approval of the Brunner study was accepted as a mandate to act upon its constructive suggestions. The study therefore becomes the top item on our program for the coming year, in terms of these questions:

What should be the AEA's objectives? The Executive Committee and the general membership agree that the AEA should: 1) conduct and promote research; 2) disseminate practical techniques; 3) develop a social philosophy of adult education; 4) work for coordination among national agencies and organizations in the field; and 5) serve as a clearing house for programs and activities.

What services should be rendered? While the Association is not equipped to engage directly in research, it does promote research projects and interprets and disseminates their data through *Adult Leadership* and *Adult Education*, special reports and the personal contact of its officers and staff. Coordination of activities among organizations engaged in adult education is an acute problem. There are five national organizations other than our own, but communication among them is not what it might be. The AEA will endeavor to expand this clearing house function subject to available resources and the contributions of other organizations and members.

How can it be financed? The annual income and expense budgets have fluctuated from a low of $29,000 in 1951 to a high of $585,000 in '55 and back down to $95,000 for the current year. In order to live on this income, based solely on income from members and publications, we have reduced the paid staff, increased dues and are relying on an increase in the services contributed by members. If our services are to be limited to this earned income, we will be handicapped in our grasp of long-term objectives. If it is to be more than a membership service organization, then we must consider fund-raising as a regular activity.

What should the relation be to other adult education organizations? The AEA is committed to the idea of expanded collaboration with the principal national and international organizations working in adult education. In line with this, the AEA and the National Association of Public School Adult Educators have agreed to plan jointly their next annual conference and to share some general sessions. Further, the AEA will meet with leaders of adult education organizations to get a broad representation of American adult educators at the UNESCO World Conference on Adult Education to be held in Montreal in August.

As adult educators we are concerned with freedom, with what it means to us, with what it means to men in different lands, with the limits free men must voluntarily put on their own freedoms, and the limits they must perhaps accept even when imposed by others. Adult education is of such urgency to free men everywhere that it must become a central rather than a peripheral concern of our society. If men are to live more fully and societies are to be governed more wisely, the continuing education of adults must become an integral part of our total scheme of education.

* The report, "The Role of a National Organization in Adult Education" is summarized in the December *Adult Leadership*.

MAINTENANCE

Original Design Can Affect Long-Range Maintenance Costs

THE POOREST WAY to hold down school operating costs is to build with low-cost materials that will haunt the schoolman over the years with their expensive maintenance.

Latest figures from the U. S. Office of Education show that the maintenance and operation of public school buildings currently costs over $1 billion a year, or 10 percent of the national school operating budget.

Four prominent school architects interviewed by OVERVIEW readily agree that the constantly growing cost of maintenance and operation can and should be controlled.

"If the public is not alerted to the fact of high maintenance costs, and if care is not taken to keep these costs down in the planning of new school buildings, the annual bill will grow even higher," says Frederic G. Wiedersum of Frederic P. Wiedersum Associates. He points to good design and durable materials as chief factors in keeping maintenance bills at a minimum.

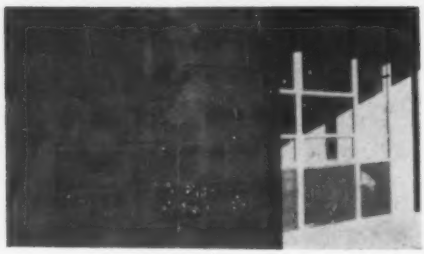
Ralph Eden Smith of Reginald E. Marsh and Associates, school architects for the past 40 years, stresses this same point. He says, "Maintenance planning doesn't start when a school building is turned over to the school board, but begins with the original sketch plans."

Mr. Smith is highly critical of some features of modern school design which, he says, "actually hinder maintenance."

"There is no rhyme or reason to expensive planning," he says, "if you have to sacrifice quality materials and construction for the sake of the appearance of economy." This practice decreases the durability of the building, and drastically increases maintenance and operation costs.

"It's unfortunate that many districts feel they can't afford low maintenance," says William W. Caudill, of Caudill, Rowlett, Scott and Associates, in citing the need for greater attention to school maintenance. He also emphasizes the need for striking a balance among original construction costs, long range maintenance costs, and teaching environment. "The skillful architect who designs tailor-made buildings for educational program, climate, and available money will automatically seek this balance."

Brick: expensive but easy to maintain.



Cinder block: low-cost but high upkeep.

WALL MATERIALS

Glazed brick: expensive but easy to maintain.

Cinder block: low-cost but high upkeep.

At the same time, Mr. Caudill cautions against over-emphasis on design for maintenance, which would be "disastrous." An all-tile classroom that can simply be hosed down would be ideal from this viewpoint, but would certainly be poor for teaching, he explains.

According to the fourth architect, R. Jackson Smith of Eggers and Higgins Architects, the problem resolves itself into one of deciding whether to build a school of low initial cost and high maintenance cost, or one of high initial cost and low maintenance cost. A solution to the riddle is hard to find, says Mr. Smith, since most taxpayers seem to favor a low initial-cost school, while most schoolmen (especially custodians) are inclined towards a more expensive initial-cost school, with low-cost maintenance.

In elaborating on his contention that much of the high cost of maintenance is directly attributable to the way in which a building is designed and constructed, Mr. Wiedersum says that if a building is designed efficiently, it can be maintained at a saving of thousands of dollars each year. "On the other hand," he says, "poor design and inadequate materials can incur expenses year after year, adding up to a total that far outweighs what good materials or good design would have cost in the beginning."

School interiors should be constructed in such a way as to keep maintenance and cleaning costs low, Mr. Wiedersum explains. Ability to withstand hard usage while permitting easy cleaning is the combination of qualities that should be sought for low maintenance costs.

Floors and floor covering

Corridor floors, cafeterias and other areas receiving heavy traffic should be made of terrazzo, Mr. Wiedersum recommends. Alternatives could be vinyl asbestos or pure vinyl tiles, he says, but both of these require heavier maintenance. Concrete and asphalt tile, although cheaper, are not as satisfactory. Concrete must be constantly repainted, and asphalt tile, in addition to requiring regular waxing, will last a much shorter time than terrazzo, which means that new floors must be laid several times during the life of the building.

As far as initial cost is concerned, terrazzo is by far the most expensive material, Mr. Wiedersum says, but it is the easiest to maintain and will last the life of the building.

Ralph Smith agrees that a good floor covering is a prime requisite in any school. However, his firm recommends vinyl asbestos tile as being the cheapest in the long run—taking into consideration both original cost and maintenance cost over a period of years.

Emphasizing the importance attached to a good floor covering material, both Jackson Smith and Mr. Caudill have their own notions about what is required. Mr. Smith goes along with terrazzo floors for the corridors and vinyl asbestos for classrooms, and describes a new resilient terrazzo that is making those floors even more practical. The new substance is formed by imbedding marble chips in a plastic, rather than a concrete, binder. This is quieter than pure terrazzo, cheaper, and just as easy to maintain, Mr. Smith points out.

However, the real innovation in floor covering—carpeting—is recommended by Mr. Caudill with hearty approval from Jackson Smith. Mr. Caudill says it has been tried in some schools and found to cut maintenance costs to a minimum. The carpeting, swept with a vacuum cleaner and cleaned regularly, stands up remarkably well under heavy traffic, he says. It provides "wonderful acoustics," and is often more effective than acoustical tile on the ceiling.

Mr. Smith advocates more use of carpeting in aisles of auditoriums, in conference rooms, libraries and administrative offices. Wool and nylon carpeting can be laid directly on concrete slabs, or over built-in latex pads. Initial cost is not sufficiently greater than other materials, and with "modern, lightweight, mobile cleaning equipment, it is definitely easier to maintain carpeting than

Vinyl tile: expensive but easy to maintain.

Terrazzo in corridor: easy to maintain.

FLOOR MATERIALS

Asphalt tile: low-cost but high upkeep.

Asphalt tile in corridor: high upkeep.

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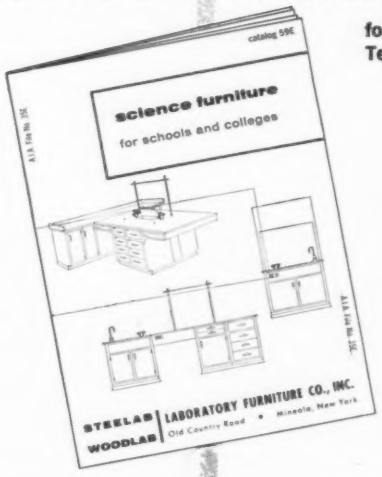

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Maintenance (continued)

tile," Mr. Smith claims.

"The need for hard floors is an archaic concept," Mr. Smith declares. Benefits—both acoustical and atmospheric—warrant the increased use of carpeting.

Corridor walls

Corridor walls, the group agrees, should be finished with a hard, glazed material which is easy to maintain and difficult to damage. These glazed tile walls can be washed and don't need repainting, explains Ralph Smith.

Less expensive than ceramic tile or architectural terracotta (costly and hard to get) for interior corridor walls is a glazed cement enamel sprayed directly onto cinder blocks, suggested by Mr. Wiedersum. About five coats of this material will provide a hard, washable surface. The only need then is for periodic washing, Mr. Wiedersum says.

In older buildings, he points out, hard plaster walls are used, but these constantly need washing and have to be repainted at frequent intervals. Mr. Wiedersum says these are still being used where short-term economy is uppermost. Also employed, because of low initial cost, is exposed cinder block. This material is criticized by all four architects for two reasons: 1) its rough surface makes it almost impossible to wash (and its high porosity offers a haven for dirt particles); and 2) it requires large amounts of paint. Cinder block construction, the architects agree, is an excellent example of a low initial-cost material that is not economical in the long run.

Jackson Smith likewise recommends a vitreous wall surfacing that can be sprayed over any surface. It's cheaper than tile, more expensive than paint, but gives a glazed, hard-surface finish. Exposed brick on interior walls has also become popular, Mr. Smith adds. Brick and other materials that do not require paint have widely replaced the former plaster corridor walls, he states.

Combining educational utility with good maintenance practice, Mr. Caudill recommends glass, instead

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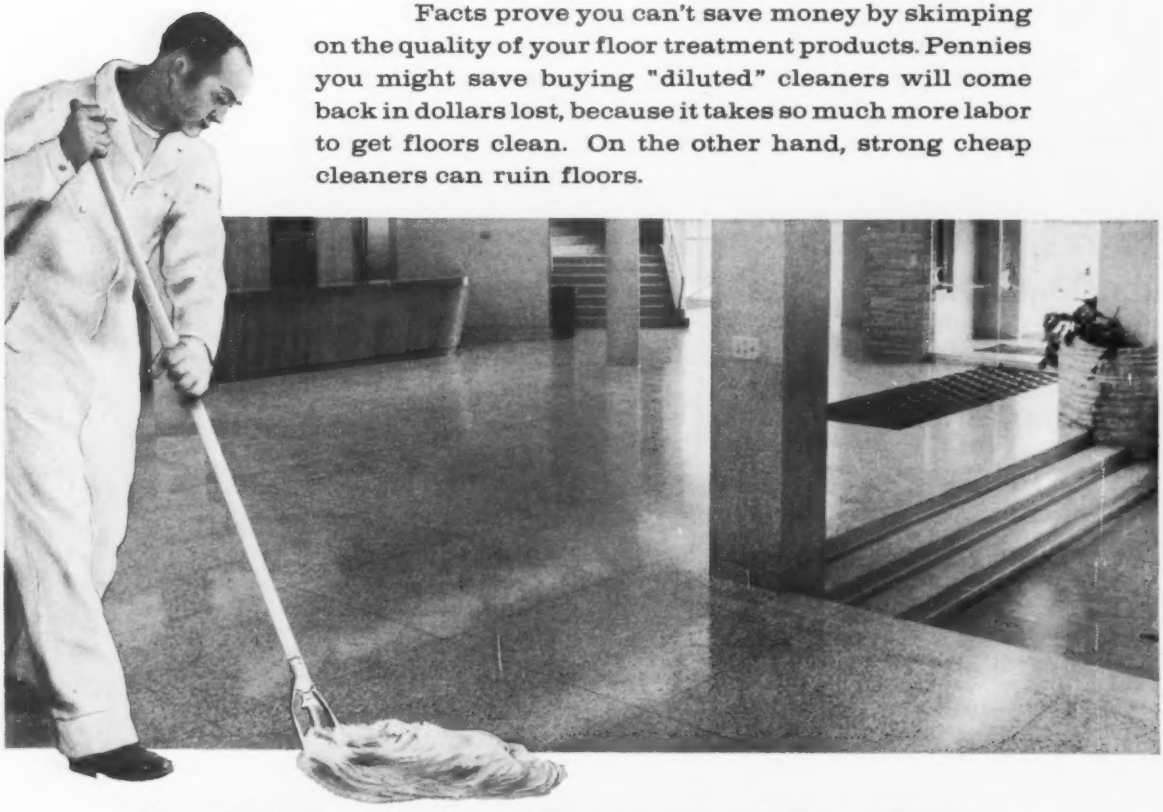

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of tunnels of tiled brick, for interior corridor walls. When glass is used on inside walls, he says, each classroom becomes a showroom. Besides its low maintenance cost, it makes a wonderful teaching device; students can paint murals on the transparent walls and use it in many other ways.

Mr. Caudill has already designed all-glass gymnasiums and used glass extensively in some of his other buildings. "It's not as breakable as you would think," he says, "and it doesn't have a high maintenance cost."

Classroom walls

Classroom walls don't present a big maintenance problem because most of the area is covered by chalk boards, bulletin boards and cabinets. Mr. Wiedersum says that plaster over cement blocks is advisable here because the smooth finish is easier to clean and repaint. In lower areas, especially under chalk boards, a glazed surface or a washable block is recommended.

Good corridor combinations: glazed brick and vinyl tile.

Ralph Smith also urges that the bottoms of classroom walls be protected. He recommends a vinyl plastic fabric around the walls to a height of three feet. "It costs money," he says, "but it's tough, can be washed easily, and protects the plaster while doing away with repainting."

Exterior walls

There is a high degree of unanimity concerning the construction of exterior walls. The four architects take a firm stand against "excessive" use of glass, and strongly recommend conventional brick or masonry construction.

Ralph Smith feels "the most satisfactory external building material is a brick wall, provided it is well built with proper damp proofing." Damp proofing is expensive, he warns, but it pays off.

At the same time, he charges that excessive use of glass is detrimental from a maintenance point of view. Large expanses of glass, he says:

- Increase heating costs because of heavy heat loss through the glass and around the joints.
- Increase light costs, because in schools and offices with solid glass walls, the "victims" can't stand the glare and pull down the shades. This necessitates the use of artificial light.
- Increase general maintenance costs because of necessity for continuous cleaning.
- Increase replacement costs because of heavy breakage, especially in "difficult" neighborhoods.

Mr. Caudill points out that all-glass classrooms were originally designed with low operation costs in mind. But heat loss and incompatibility with air conditioning has forced a return to reduced window surfaces. It's easier to get light from the power plant than from the sun, anyway, he maintains.

Jackson Smith reports that a new school his firm is designing will have practically no windows at all. The building is going to be in a "problem" area with "lots of glass breakage in nearby structures," he explains. Exposed glass surfaces will be held to a minimum by the use of strip windows about three feet high.

Cautioning against another current trend in exterior construction, Mr. Wiedersum feels that wide use of panels—aluminum and steel, along with glass—creates many problems. The panels may be discolored by oxidation and they chip and corrode, requiring a high level of maintenance, he holds. In addition, because of expansion and contraction, Mr. Wiedersum finds it is extremely difficult to eliminate water seepage around the joints.

Colored panels do provide a greater opportunity for architectural design than solid masonry, Mr. Wiedersum says, and because of this they may be used for portions of a building, but never for the whole exterior construction.

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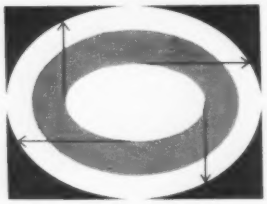

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3. Since Overview will be read and used by working educational executives, it will include suggested solutions to problems you are facing today or are likely to face tomorrow. But again, the difference here is Overview's point of view: "Is this the imaginative way of solving this problem . . . will this solution germinate some new thinking in this area?" Ideas are presented clearly and crisply, communicated as a fresh injection of new answers. We call this kind of injection—the overview.

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spread economy practice, Mr. Wiedersum does not recommend exposed cinder block for building exteriors. Because the blocks are porous, they absorb more water than other building materials, causing cracking in the blocks themselves and the opening up of joints. This leads to unsightly patching and constant repainting, he says.

An old standby—brick walls—receives Mr. Wiedersum's nod as the most durable, but he stresses the need for proper waterproofing. "Older walls were a solid line of brick backed with cinder block, which made it easy for water to get through," Mr. Wiedersum explains. Modern construction methods call for waterproofing by placing a pre-formed waterproof membrane between the outer brick wall and the backup cinder block. This prevents water seepage, he declares, and can be one of the biggest maintenance savers in the book. The initial cost is more than offset by the prevention of leaks and heavy damage to plaster and paint often caused by dampness.

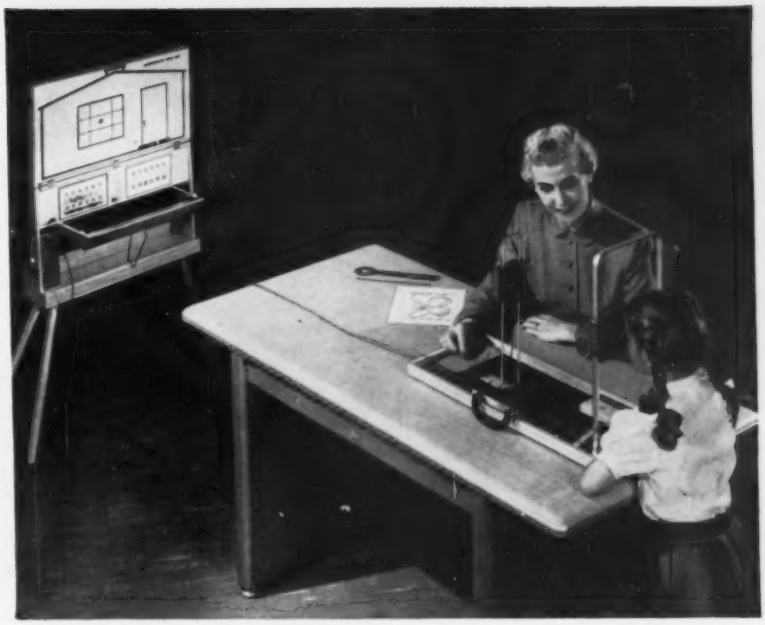
Concerning window frames, both Mr. Wiedersum and Ralph Smith express a preference for aluminum. Aluminum window frames require almost no maintenance, they hold, and are replacing steel and wood. The latter are cheaper than aluminum, but need constant repainting and periodic replacement.

Heating systems

As in other phases of school design, a balance between original cost and maintenance cost must be found in the heating plant. Jackson Smith highlights this relationship when he says that an electric heating system takes practically no maintenance and comes closest to being ideal. But, in many parts of the country, he counters, the high cost of operation is prohibitive.

Because the heating bill is one of the largest in the plant operation budget, Mr. Wiedersum warns against excessive heat loss in school design. Roofs, windows and walls should be designed to keep heat loss

OV-242



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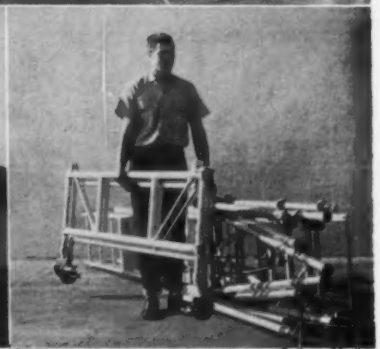

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to a minimum. Roofs that are well-insulated pay for themselves in about 10 years, in savings on fuel, he says.

As to type of heating plant, Mr. Wiedersum recommends circulating hot water and an oil-fired boiler system. Such a system combines low initial cost with lowest maintenance cost over the long run. The big advantage here, he points out, is that hot water lines are small and can be run in the ceiling or under floors. Larger steam lines, he says, have to be buried, requiring excavation or a pipe tunnel along the outside wall. This, he finds, is an important factor, because today's typical school, when site conditions permit, is being built without excavation.

Quality doesn't always show

"In most cases," states Ralph Smith, "the differences between good and cheap construction do not show on the face of a new building. They lie beneath the surface in the materials which supply strength and stamina."

Terrazzo for heavy traffic.

Mr. Smith points out that the life of most school bond issues is 30 years, and the taxpayer should expect that his building will be a credit to the community for many years after the last bond has been retired.

With the need for high quality construction in mind, the four architects interviewed seem to be urging greater concern for low-cost maintenance materials and efficient design. However, they agree with Mr. Caudill that this concern must take its proper place within the larger concerns of maximum usefulness and appropriateness to the central purposes of the educational plant.

OV-244

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English fundamentals class nets gain

The average grade in mechanics of English at the beginning of the class was 7.8. At the end of the term, the average had risen to 10.0.

SANTA MONICA, Calif.—A class in English fundamentals, given before school hours at Lincoln Junior High School last year, resulted in a total average gain in mechanics of English of 2 years and 2½ months for the 22 participating students.

The class was formed when it was found that approximately 35 9th-grade students at Lincoln, endowed with the ability to be considered college material, had fallen considerably behind in achievement in English.

The staff at Lincoln decided these students should be given an opportunity to overcome these deficiencies prior to entering high school. A number of staff meetings resulted in the following plan:

In January, parents were notified by individual letter that the class was being formed. Of the 35 notified, 22 took advantage of the offer. The majority of the students, whose IQ's ranged from 106 to 123, attended classes regularly.

What was done

Initial testing revealed weaknesses in recognition of parts of speech and in diagramming of sentences. Intensive work in these areas helped alleviate the difficulties. It was found that introducing small amounts of new material daily, testing often, and reviewing continuously was the best teaching method.

The informal atmosphere of the class permitted frequent questions from students. Oral recitations were helpful in developing understanding. Daily testing gave students a realistic view of progress and promoted keen interest in bettering averages.

Homework was not a successful technique because of the danger of overloading. It proved more helpful to do some work in class, check answers, ask questions and then give tests. Weaknesses revealed in tests were restudied in succeeding lessons.

The results

Final test results showed 12 of the students tested above expectancy level, and three came within a few months of reaching expectancy level. The average grade in mechanics of English at the beginning of the class was 7.8. At the end of class, the average was 10.0.

Results of the program show the efficiency of grouping according to need. Because all the students had more or less the same difficulties, the teacher was able to concentrate on their problems without having to consider the needs of faster students.

Improvement in spelling without specific work in this area indicates the students' increased awareness of a need for total improvement. This awareness is fostered in such a class and results in better concentration.

The overall attitude of the class was gratifying. Students were so pleased with the work that they asked to have the name of the class changed from English Fundamentals to English Fun.

Recommendations

From 25 to 30 students can be accommodated in a class such as this. It would therefore seem advisable, after students of higher ability are accommodated, to allow those whose IQ's range from 100 to 110 to have the opportunity.

More standardized testing throughout the program might help show areas of weakness and provide an impetus for further study. Punctuation, for instance, which received the least amount of attention in this program, proved to be the weakest area in the final test. This weakness would have been more forcibly brought to the attention of teacher and students if more frequent tests had been given.

By Joseph E. Day, principal, Lincoln Junior High School, Santa Monica, California.

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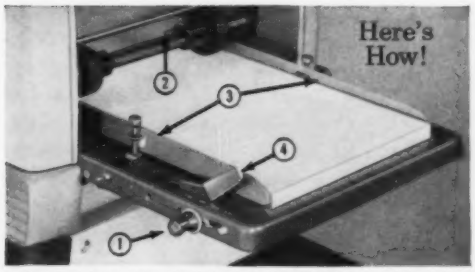

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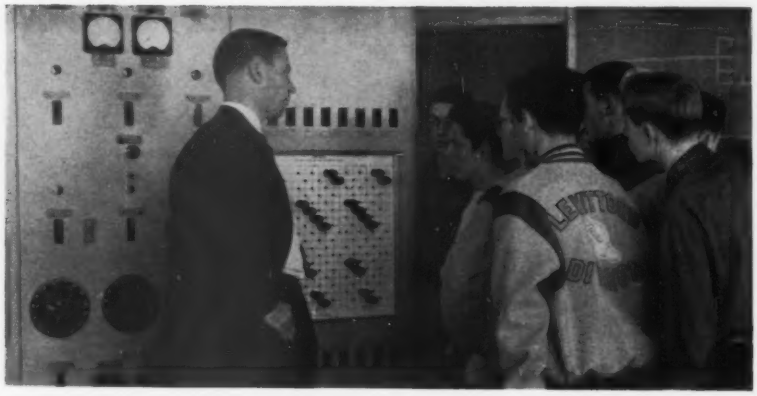

Teacher Robert Gerrity explains function of power panel to students.

LEVITTOWN, N. Y.—A three-year electronics course, begun last year in this Long Island community, is an outstanding example of how a school program can be tailored to satisfy unusual community needs.

Levittown is one of many new communities which sprang up on Long Island following World War II. At the same time, Long Island's electronics industry began a period of tremendous expansion, until today the area ranks as one of the major centers of the industry in the United States. An already-existing shortage of trained technicians was made more acute by this rapid growth, and the Island's electronics manufacturers have been suffering from a chronic shortage of trained technicians ever since.

Added to this industry problem was another problem which confronted Levittown schools—a relatively smaller percentage of the community's high school graduates were going on to college than were those in some other Long Island communities. Although one-third of the high school graduates were continuing their education, Levittown schoolmen were convinced that many students were not deriving the maximum benefits from their talents. For some time they had been considering the introduction of a technical training program in an effort to salvage some of this lost potential.

When the National Defense Education Act was passed in late summer of 1958, with its provisions for helping communities purchase equipment to improve teaching of science, mathematics, and foreign languages, Levittown educators jumped at the opportunity.

Under the direction of Dr. Bernard F. Rappaport, the school district's supervisor of industrial arts and vocational education, plans were drawn up for a $50,000 electronics laboratory. Rappaport received the enthusiastic support of top leaders from local industry and assistance from the state education department, under the direction of Joseph R. Strobel, assistant commissioner for instructional services.

With the three groups working in close harmony, plans progressed quickly and at the start of the current school year—just a year after the NDEA was enacted—the new electronics lab was in use. Levittown school superintendent Fred Ambellan credits the state education de-

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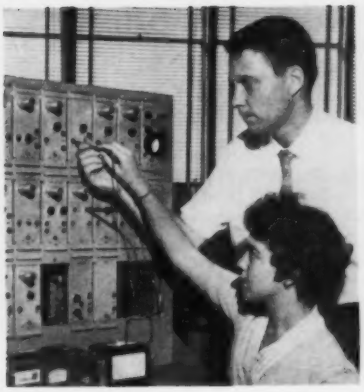


While much of the program's work is theoretical, practical aspects are included.

partment with making this possible, as they quickly approved the plans, cut red tape, and made the funds available.

And, Ambellan adds, "The program has been working out extremely well."

Seventy students, selected with great care from the district's 5,000 to 6,000 eligible high school students, comprise the first class. They were judged rigorously on the basis of their past performance, aptitude and scores on what amounted to an entrance examination. The 70 students have an average IQ of 130.

The students carry on their specialized technical studies in addition to their advanced academic courses, which means they spend an extra 45 minutes in school each day and give up their study periods. The class meets for 90 minutes every day and requires about an extra hour of homework daily.

In this first year, students from grades 10 and 11 only participate, but the program will be extended to grade 12 next year. Students in the class—64 boys and six girls—use the latest equipment and instructional aids. In addition to basic circuits, there are units in radar, sonar, microwave transmission, and transistor circuitry.

The course starts with the use of the slide rule and color codes, goes rapidly through direct current theory, and vacuum components, to such esoteric fields as thyratrons, the theory of transistors and potentiometers. After the first six weeks last fall, students were quizzed on Thevenin's equivalent, a method of simplifying analysis of complex circuits—a subject usually taken up in the second year of college.

The course has been designed with the two-fold purpose of preparing students better for college engineering or for increasing the potential of students who will join the work force immediately after graduation.

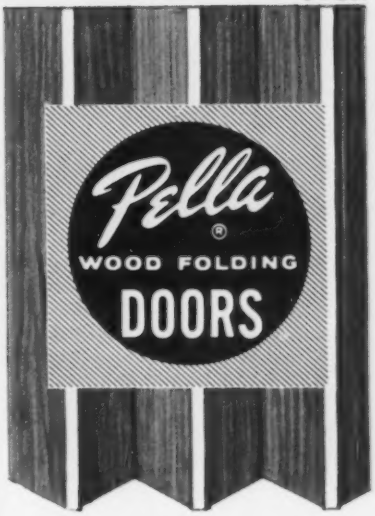
Aside from the special electronics course, students take a normal academic program—four years of English, social studies, math and science, three years of a foreign language, plus physical education and electives.

The classroom is equipped in keeping with the curriculum with "task area" work benches accommodating three students. Each has power outlets regulated from a central bank backed with Plexiglas so the students can see what's going on inside, and each is equipped with an oscilloscope, metering devices, wave and signal generators, and hand tools. The lab has a total of 400 pieces of brand new equipment. As much as $8,000 worth may be obsolete in two years—which bears out the difficulty of keeping technician training up-to-date.

In commenting on the program, Ambellan says it has all the desirable characteristics of a well-rounded general education, plus the added feature of intensive specialized technical training.

Plans are also underway to utilize the equipment and facilities at night for advanced adult industrial training. Individuals employed in the field by day may wish to up-grade themselves by taking these advanced courses during the evening.

OV-247



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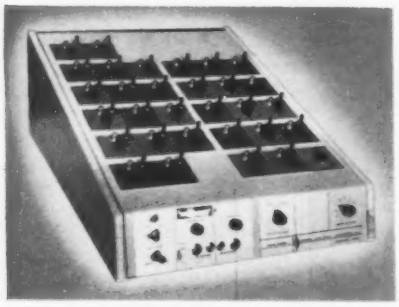
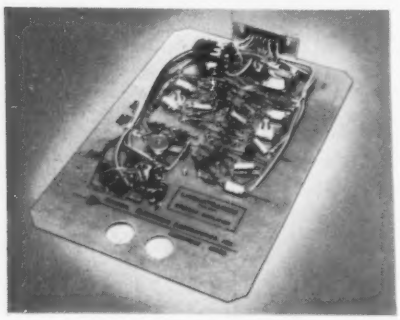
The Remote Control Cabinet (top half shown) contains all electronics and tape recorders that are normally placed at each student position.



The Teacher's Console contains controls for tape recorders, channel selection, monitoring, and for making master tapes.



Transistor Amplifiers for each student position are mounted with plug-in terminals for quick removal and easy replacement.

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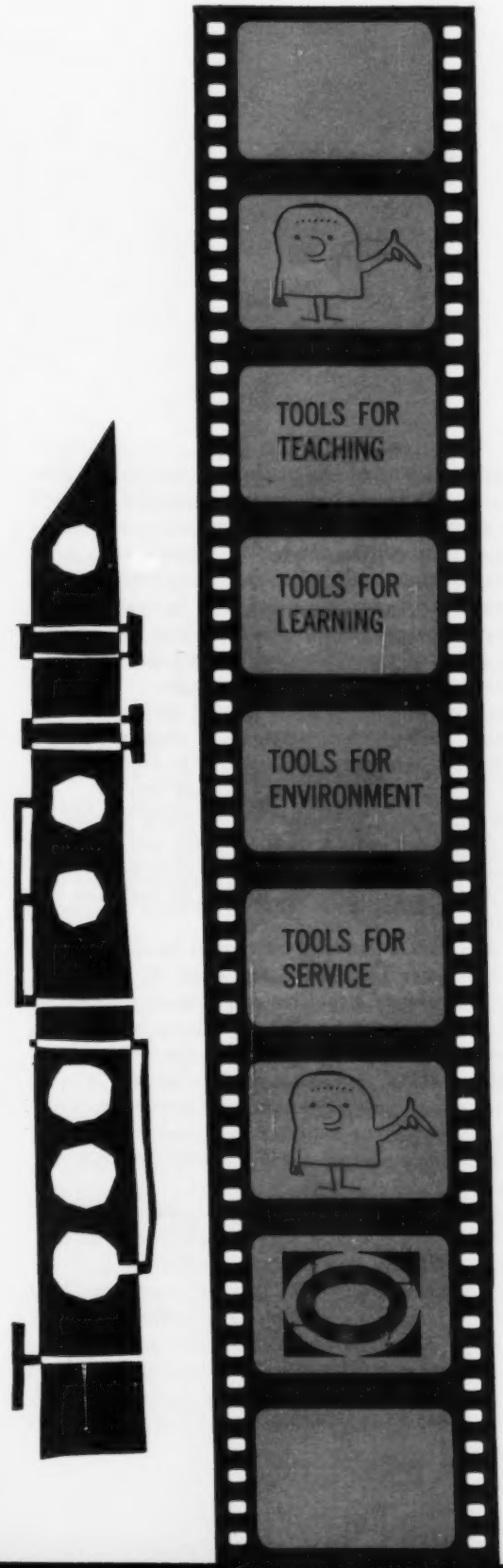
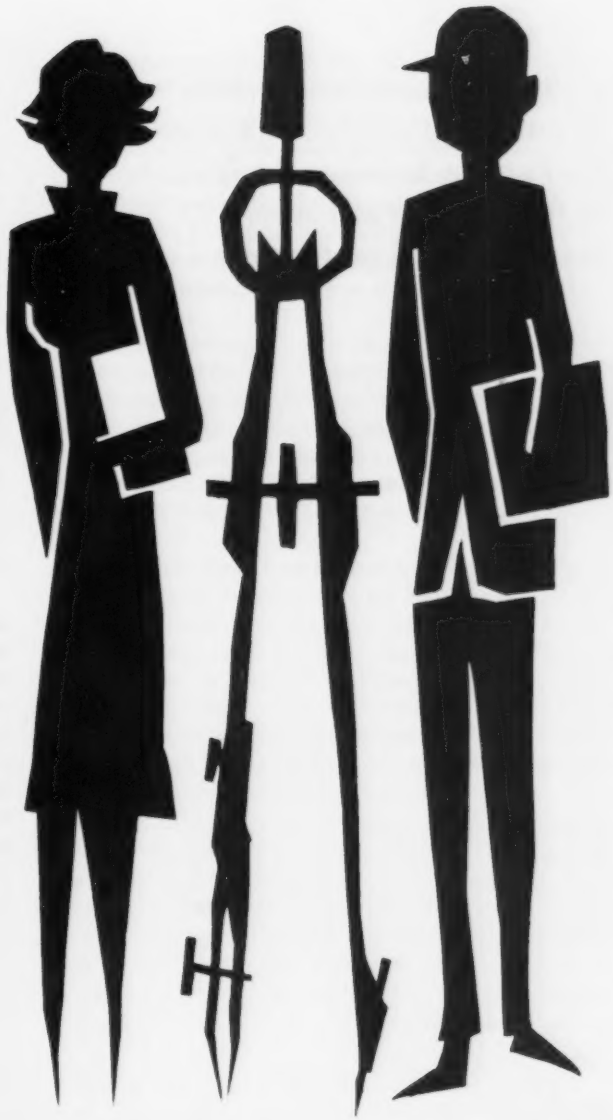
tools for education

an OVERVIEW special report





Tools for education

...to supplement, not supplant, teaching,
to extend the world of experience
for learning, to reduce drudgery,
to bring teacher and learner
into meaningful relationships

AMERICA is a land of tool-makers. No society has ever more eagerly and efficiently invented, adapted and used tools in every phase of living, from factory to farm to kitchen. Even in the service professions tools of a fascinating range and variety are in use. Hospital care has improved enormously (and costs have risen spectacularly!) as better and better tools have been developed. Most of them directly improve medical care. Some cut down the labor in routine tasks.

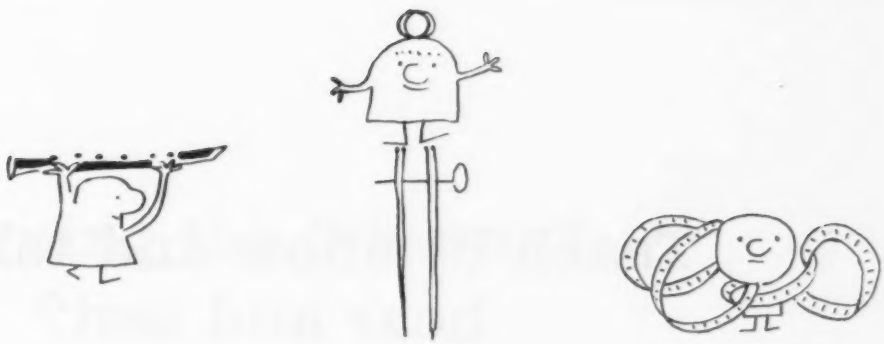
Somehow in education we haven't gone as far up this path. Perhaps only lawyers and clergymen have been as slow to invent and adopt tools to improve their work or to reduce the drudgery of their routine.

It is OVERVIEW's belief that we are using too few of the helpful tools already on the market, and that only as we learn to use these wisely will conditions be right for a surge of inventiveness leading to tools not yet dreamt of.

By definition, a tool is an instrument for doing work, implying a user and an end for which its use is the means. The test of a tool for education is whether it makes better learning possible. It will supplement, not supplant, teaching. It will compress, make vivid and extend the world of experience for the learner. It may serve to reduce the drudgery in, or improve the effectiveness of, service operations which exist only so that teacher and learner may be brought into meaningful relationship.

Tools come second to people, of course. The profound truth of Garfield's words to Williams College alumni in 1871 is in their emphasis on the human relationship. Often mis-quoted by those who are unwilling to face the financial implications of providing appropriate environment and adequate tools, the full context is:

> I am not willing that this discussion close without mention of the value of a true teacher. Give me a log hut, with only a simple bench, Mark



> Hopkins on one end and I on the other, and you may have all the buildings, apparatus and libraries *without him.* (italics supplied)

People learn best under the inspiration and guidance of people. TV, movies, books—the whole paraphernalia of learning aids, old, new and yet to come—will not replace, but can only enrich, the vital relationship of student and teacher. Yet the best teachers are the very ones who know or learn quickly how to use the best tools. An overhead projector is most valuable when the best teacher is using it. No tool can make mediocre material great.

Professor Harold Clark has pointed out that in capital expenditures schools have for 75 years devoted about 90 percent to the building and 10 percent at most to the equipment. Another study shows that only about 1¢ in the annual budget dollar goes for books, and not more than 3¢ or 4¢ go for all educational supplies and equipment.

Even in the face of such meager expenditure, the number and complexity of tools available have grown enormously in the last 25 years. The recent property accounting manual issued by the U.S. Office of Education lists nearly 2,000 items as supplies or equipment. A directory of free or inexpensive learning materials consists of 264 pages; one of audio-visual equipment runs to 240 pages. The AASA exhibit this year will feature displays of nearly 500 firms and organizations. In this very copy of OVERVIEW more than 100 business firms tell you about their wares, designed for use as tools in education. The Association for Childhood Education's manual of tested and approved equipment and supplies lists about 1,000 items. And, for one final example, the list of equipment for science, math and foreign language teaching developed by the Council of Chief State School Officers also includes nearly 1,000 items, or tools.

These lists are imposing. Even the lists developed by some school systems for standardization and planning purposes are almost frighteningly extensive. Yet the man from outer space would look at our typical classroom with amazement at the relative crudity and paucity of tools as compared with a research laboratory, for example, or a hospital operating room. How many schools carry on their entire program with just *one* moving picture machine and *one* screen, trundled from room to room?

On the following pages is an overview of tools for the teacher and the learner, tools for control of the learning environment, and tools for the administration and servicing of the educational enterprise. A dozen or more creative thinkers have been asked to suggest tools not yet produced which might still further serve the ends of education. We've listed these under "Why Don't They?"

If one definition of an educational executive is that he is expert in the conditions for learning and in the processes which most efficiently establish those conditions, then the AASA is justified in the space and attention given to the vast array of exhibits at its annual meetings. For the same reason, an important part of every issue of OVERVIEW is its product news and the advertising scattered like neighborhood store windows and shopping center displays along its way.

This is our purpose in presenting not one more checklist, but an overview of the categories and uses of tools available and yet to come. No listing of recommended tools can have much validity. Some, like the science and math lists, may actually impede progress and experimentation. Here we try to put the tools in perspective—as servants of the educational process, to be judged not for their complexity, their dazzling claims or their novelty, but only for their effectiveness in serving people as a means to the great ends of education.

Teach by show and tell, hear and test?

If the teacher shows the problem, or material to be learned.
tells what to learn, how to learn it.
hears (or reads) the learned lesson.
tests for retention at timed intervals . . .

Then productivity tools are called for:

Raised platform, desk, chair, lectern, display and chalk boards, pointer, mirrors, models and demonstration kits.

Public address system, overhead projector, tape and record player, slide, strip and film projector, closed-circuit TV.

Educational radio, educational TV, flying classrooms, teaching machines.

Machine-scored tests, electronic yes-no response signals, College Board, regents, Merit Scholarship tests.

Why don't they . . .

Make an automatic central communications center like a juke box so that one can dial a catalog number for immediate showing over a closed-circuit line an audio or video presentation on any topic.

Design a bus that can serve as a classroom-on-wheels (with tapes and films to show en route) to explore the city, industry and government and to embark on transcontinental study tours during the summer.

Learning the 3-R way?

If the learner **receives** through listening, reading and seeing, the problem or the material to be learned, and how to learn it.

recites, verbally or graphically, the thing learned or the right solution.

remembers through repetition, review and repeated recitation tests . . .

Then simple tools will do:

Posture desks and chairs, books, sound and picture receivers.

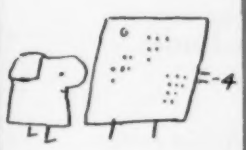
Practice tools—work books, scratch pads, mirrors, recorder-playbacks, chalk board and chalk.

Paper, pencil, pen and ink, blotter, ruler, typewriter, notebooks.

Printed tests, response recorders, yes-no indicator machines.

But maybe this is not all there is to teaching, learning . . .

Provide high visibility chalk boards similar to black lighted outdoor signs . . . or use phosphorescent chalk with black light . . . or develop a wall writing surface on which one can write with an energizing stylus and erase electronically.



Devise an economical, light-weight, cartridge-loaded, silent-running, screen-enclosed moving picture projector . . . and an economical means for recording sound, action and color of a lesson so that a school could "bank" its best work for future use.

Teaching = guidance of learning?

If the teacher knows the learner; brings him appropriate experiences; makes experiences vivid, helps him extract the essences and find the best responses; relates, helps him integrate the new learning; helps him see resulting problems, new challenges . . .

Then the teacher needs:

Tools to help him know the learner: Standardized tests, interest inventories, anecdotal records, health records, speech and photo records, samples of work, conference summaries, autobiography, pre-tests.

Tools which help him bring appropriate experiences to the learner: Resource materials and book centers. Syllabi, course guides, tested units. Community and staff. Resource files, books, periodicals and newspapers. Films, film strips and slides. Paintings, photographs and recordings. Models, globes, maps and charts. Terrariums, aquariums, kits and trip guides.

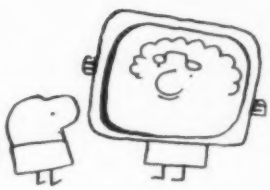
Tools which help him make sure that the learner is distilling the essence: Devices that provide opportunity for the teacher to observe applications of the learning, such as Link trainers, chalk boards, 2-way TV, and conference tables.

Tools which help him make sure that the learner integrates the new learning: The fully developed teaching machine? (see "Automatic Teaching: The State of the Art," edited by Eugene Galanter, published by John Wiley & Sons). Devices for observation and guidance, the establishment of recurring opportunities for the use of the new learning in different contexts.

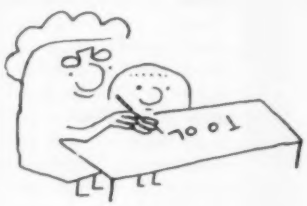
And such tools as comfortable and efficient workdesk and chair, conference furniture, filing cabinets, convenient storage, personal research and study facilities, retreat – living room, with home conveniences.

Then most tools

Devices which involve the learner in the experience:



Devices which take the learner to the experience:



Devices which bring the experience to the learner:

Learning = change in behavior and insight?

If the learner feels need, is challenged, meets new situations. Responds, marshals resources, compares, analyzes, hypothesizes, acts, weighs, tests. Develops most appropriate responses, solutions, generalizations. Relates, integrates. Sees new challenge, new needs.

Then the learner needs:

are shared

Supplies and equipment for shop, laboratory, stage and studio, from abacus to zither, fiddle to filter, dual control car to cash register, stage drapes to picture frames, gas engines to atomic reactors, language lab to electronic kit.

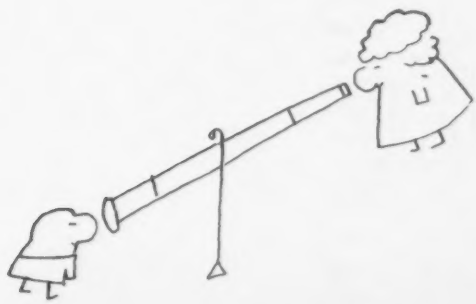
Bicycles, buses, greenhouses, observatories.

Texts and work books; magnifiers-microscope, telescope, projectors, amplifiers, close-circuit TV; chalk and display boards, screens; demonstration tables, models; TV receivers, large and individual; mirrors, cameras, sound recorders; buses; guide books, diagrams; cabinets, carts; line drawings and animated cartoons; stroboscopic and timed-interval pictures.

Tools to help him know himself, rouse feeling of need, challenge: Self-testing devices—mental, physical—scales, measures, meters, printed tests, norms, records. Others' tests—shared with teacher. Tools which show the challenges others have met, how they met them, the consequences to them and others—books, periodicals, newspapers, art objects, collections, films, slides. Tools which recall problems revealed by prior learning—test and work books, games and puzzles, case studies, work-kits, accomplishment records.

Tools which give him a chance to demonstrate the thing learned: Accomplishment tests—standardized or individual; reporting devices—paper, performance, photographic or sound recording, demonstration table, stage.

And such tools as comfortable and efficient work-desk and chair, conference furniture, filing cabinets, convenient storage, personal research and study facilities, retreat—living room, with home convenience.



Good environment facilitates learning,

Good environment controls promote

- **Seeing comfort and efficiency:**

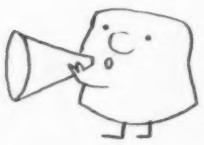
  Electric light—fixtures, lamps, photo-electric controls, timed controls, switches. Paint and other color devices. Furnishings with non-specular finishes. Admission of daylight—windows, vision strips, glass block, colored glass, plastics, skylights or domes. Light transmission devices – television, picture projectors, screens, stage lights, spots, floods. Light-shielding devices—egg-crates, louvers, shades, diffusers, blinds, over-hangs.

- **Hearing comfort and efficiency:**

  Devices to reduce reverberation—perforated and fissured tile, egg-crate ceilings, acoustic plaster, cinder blocks, absorbent materials, draperies, carpeting, upholstery, plantings.

  Devices to reduce sound transmission—non-vibrating partitions, sound blocks at intervals on exterior walls, mufflers, heavy partitions, storage partitions, controlled air-stream.

  Devices to transmit and amplify sound—reflecting panels, inter-com systems, telephones, microphone and head-sets, speakers, amplifiers, public-address systems.



- **Safety and health:**

  Devices to detect danger of fire, gas, etc.

  Devices to warn of danger—alarm systems, color marking systems for hot, sharp, or otherwise dangerous conditions.

  Devices to reduce danger—padding, sprinkler systems, panic hardware, fire-controls, parking and traffic controls and markers, escape systems.

  Devices to dispose of wastes—incinerators, garbage and rubbish storage, removal and disposal devices, sanitary fixtures.

  Paper towels, driers, soap dispensers, bubblers, showers, sinks, foot-sprays, ventilated lockers.

  Antiseptics, vacuum cleaning systems, emergency lighting facilities, gas shutoffs, handrails, ramps, non-slip surfaces.

  Refrigerators, dish-washers, laundry, milk dispensers.

and itself teaches...

● **Breathing comfort:**

Devices to circulate air, mixing outside air with inside.

Devices to remove harmful bacteria, dust, noxious odors, by washing or magnetic attraction.

● **Thermal comfort:**

Devices to warm and distribute air—central air supply chambers with heating coils, fans and ducts; unit ventilators with coils, controlled mixing of air, and fans; convectors on wall, in baseboard; panels, pipes, coils and ducts.

Devices to warm humans directly—radiators on wall, in floor, in ceiling, carrying heated air, hot water, electricity.

Devices to cool and distribute air—same as those which warm air, with the addition of refrigeration units.

Devices to cool humans directly – same as for warming humans, except by cooled air, gas or water, with heat dispersers.

● **Convenience:**

Devices to move people and things—elevators, escalators, moving sidewalks, conveyor belts, compressed air tubes, trucks, dollies, carts.

Movable and fixed storage near use site, appropriate to thing stored, to frequency of use, and to place of storage.

Comfortable and appropriate seating and work furniture for lecture hall, auditorium, sport spectatorship, library, classrooms, laboratory, shop, studio—for studying and relaxing, eating and talking.

● **Aesthetics:**

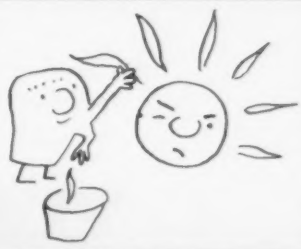
Art in design. Materials and arrangement appropriate to people and to use. Vision strips, picture-windows, control of view. Applied art, sculpture, frieze, mosaic, painting and photographs. Plantings.

Why don't they...

Design a partition that is acoustical, light weight, quickly movable and retractable, possibly constructed like a deflatable air mattress, for more economical flexibility.

Produce a modular, integrated ceiling or wall unit that includes lighting, heating, ventilating, cooling and sound control . . . Make a window glass that gets darker in bright light and lets more light through on dark days, responding to a heliostat.

Make an electrically charged solution which will repel dust from windows, walls, draperies or blinds and permit them to be cleaned easily with an electro-static vacuum cleaner.



Breed hardy grass for parking lots and game courts and soil-less plants for interiors . . . Use outdoor classrooms all year by covering them with a transparent tent . . . Gain in comfort and acoustics by using upholstered chairs and carpeting.

For faster, safer,

Student Services:

Counselling–tests, records, conference rooms, office equipment.

Scheduling, supervision and accounting – program cards, timing and signal devices, automatic sorting machines (manual and electronic), attendance registers.

Health Care – clinics, infirmaries, testing devices, remedial apparatus.

Recreation–gymnasiums, swimming pools, outdoor areas (child play, tracks, diamond and grids, facilities for skating, tobogganing, skiing, tennis, badminton, golf, archery, rifle).

Transportation–buses, garages, shops, tools, hoists, safety devices.

Feeding–inventory, purchase and receiving materials, preparation and serving equipment, cleaning, waste disposal devices.

Housing–housekeeping equipment and supplies, living quarters and study-room furniture, recreation equipment.

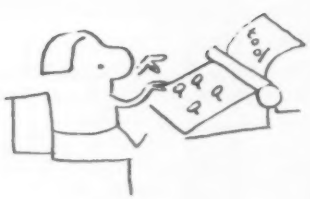
Parking–parking fields, meters, gates and fences, line painters, registration forms and stickers.

Staff Services:

Personnel–permanent records (personal-information forms, health reports, photographs), rating forms, recruiting and selecting materials, payroll data, contracts.

Professional–research reports, study and conference facilities; policies, rules and regulations and procedures, handbooks; curriculum guides; resource files; course-scheduling techniques; in-service education facilities.

Personal–facilities for rest and relaxation, informational materials about community, housing.



Why don't they...

Invent a voice-operated typewriter with automatic eraser button . . . an automatic filing machine, cabinet and locator . . . Design better food service and distribution equipment to get more mileage out of centralized kitchens.

more effective operation...

Communication:

Intercommunication devices, public address systems, handbooks, newsletters, reproducing machines, special brochures, addressographs, dictaphones.

Finance and Record Keeping:

Office machines (adding, calculating, computers, payroll bookkeeping), typewriters, cash registers, forms, books, accounting systems, storage facilities, vaults, safes, fire-resistant files, micro-filming equipment, postage machines.

Supply:

Requisition forms, purchase orders, invoices, inventory forms, catalogues, storage facilities, distribution equipment.

Plant:

Planning and constructing new facilities—demographic techniques, blueprints and specifications, voting equipment, bond-issuance materials.

Operation:

Routine cleaning tools and supplies (mops, brooms, buckets, dusters, soaps, dispensers); special tools and supplies (scrubbers, waxers, vacuum machines); heating materials.

Maintenance:

Tractors; trucks; pipe-fitting, electrical and carpentry tools and supplies; paints; glazing materials; lawn-mowing equipment, snow-removal machines and tools; general repair equipment.

Produce an economical smoke detector . . . a fire alarm system with escape directions to light up in each room automatically when a button is pushed indicating position of fire.

Develop a data processing center that maintains a daily, monthly and annual attendance record that can be applied to other computing functions of administration and evaluation.

These inventions-to-be were suggested by N. L. Engelhardt, Jr., Donald Leu, W. W. Caudill, Lawrence Perkins, Harold Gores, Russell Wilson, Cyril Sargent, Paul Seagers, George Raab, Gyo Obata, Peter Tarapata, Harold Howe, Elton Hocking and William Locke. More to come in the March issue.

How to learn more about tools for education

Read about them in:

The American School and University—a yearbook including material from manufacturers and dealers, classified for convenient reference.

The advertising and product review of OVERVIEW and other journals in the educational and architectural fields.

Product literature in direct mail.

Articles and news reports about educational enterprises.

Material prepared by the U.S. Office, state education departments, professional associations (e.g. ASBO, AASA, AACBO, NA Ed. Buyers) and by organizations such as the National Council on Schoolhouse Construction, the Educational Facilities Laboratories, the School Facilities Council, and the newly formed Learning Resources Institute.

See them:

Visit other schools, colleges and institutions.

Visit national and regional shows—like the Office Equipment show—and the exhibits at your professional meetings.

And don't miss the AASA exhibit at Atlantic City — February 13-17:

Administrators from every section of the country...
...will spend up to 30 percent of their time at the exhibits,
...will have one or more colleagues—teacher, principal, business manager, board member—with him to see all there is,
...will see nearly 800 booths where some 500 firms and organizations will set out their products and services,
...will see a compact section of text and workbook exhibits for the first time,
...will see the greatest collection of building and site plans submitted by school architects ever on public view,
...will appreciate the chance to sign for further and fuller information later—not have to carry excess luggage back home,
...will find oases when their feet get too weary, or their loads too heavy,
...will plan their tours with an eye to their own needs, but will try to get an overview so as not to miss new developments,
...will meet and talk with exhibitors who spend their lives in studying the tool needs of education and in trying to fill those needs; who include men of such caliber as are invited to serve on meeting programs; whose experience includes visits to many schools with problems like the inquirer's; who maintain an ethical relationship with each other and with the educational profession; who annually make $1,000 awards to two young men who plan graduate study in school administration, and who annually furnish one evening of brilliant entertainment for the convention,
...will be welcome at OVERVIEW's own booth in its usual place near the entrance, to learn more about us, to tell us about their hopes and their plans.

BEGINNERS "THRIVE" ON THE *SLANT-O-MATIC*

The SLANT-O-MATIC* is so simple to operate! Anybody who can read "O" and "B" can do overcasting right off. Or dial "A" and "L" and make real buttonholes after just a few tries.

What a confidence-builder!

There's teacher confidence built into it, too. SINGER engineers designed it for simplicity and ruggedness. They gave it more punishment during rigorous testing than a machine will ever get in your classroom.

In actual use, the SLANT-O-MATIC is proving to be every bit as dependable and long-suffering as the straight-stitching SINGER* machines.

Another important point. No other zigzag sewing machine can promise more mileage in the classroom than the American-made SLANT-O-MATIC. The zigzag mechanism completely disengages for straight stitching to give long wear and perfect straight stitch.

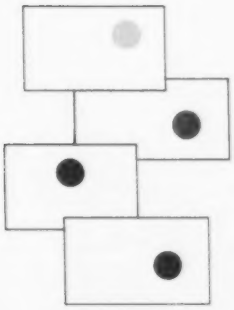
Every one of *your* students should have experience on the SLANT-O-MATIC . . . the machine that makes "complicated" sewing easy . . . even for beginners!

- SPECIAL PRICES TO SCHOOLS
- SPACE-SAVING DESK CABINETS
- TEACHER'S DISCOUNT

SINGER SEWING CENTERS

Listed in your phone book under SINGER SEWING MACHINE CO.

*A Trademark of THE SINGER MANUFACTURING CO.



You can have a distinctive new AmBridge Modular School ready for the fall term. It takes far less time to construct a USS AmBridge Modular School, because it's built with precision fabricated steel components that arrive at the job site ready for erection. The panels are available in 47 color-fast shades. Here are four beautiful examples of USS AmBridge Modular Schools: Evans City Elementary School, Evans City, Pennsylvania. Twelve Classrooms. Architect: B.J. McCandless, A.I.A. Bridge City Elementary School, Bridge City, Texas. Twenty-four Classrooms. Architect: Goleman & Rolfe. Howard Seminary, West Bridgewater, Massachusetts. Eleven Classrooms. Architect: Harvey & Provost. Elwyn Training School, Elwyn, Pennsylvania. Twenty-three Classrooms. Architect: G. C. Freeman. Hint: If you're planning a new school or an addition, write for our 24-page booklet on AmBridge Modular Schools. Ask for an extra copy and give it to your architect. American Bridge Division, United States Steel, Room 1831-A, 525 William Penn Place, Pittsburgh 30, Pennsylvania.

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National Lock combination locks are providing superior locker security and simplified locker control in schools from coast to coast. Investigate their quality components and soundly-engineered design that spell long lock life . . . convenience in use . . . efficient charts, complete with binder, that make record keeping a breeze. Write on your letterhead for a FREE sample lock . . . and see the difference!

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COMBINATION SHACKLE LOCKS • BUILT-IN LOCKS • LABORATORY LOCKS

comments on the current scene

by Walter D. Cocking

Of the fast-moving and cataclysmic events breaking continuously on the world scene, many have important and far-reaching implications for education:

■ **Federal Taxation**—The House subcommittee of the powerful Ways and Means Committee is currently holding extended hearings and taking testimony on possible changes in our federal tax system. These hearings should give us an estimate of our ability to support measures important to public welfare. As I see it, all educational executives should study these hearings carefully. Some new evidence of the Federal Government's ability to support educational programs and systems will undoubtedly be presented, though this may be done indirectly. *If* a basic revision of federal tax laws should occur in the next few years, *if* the national economy grows as predicted, and *if* the public desires it, education *may* have a chance for really large-scale federal support. As I see it, massive federal support of education is essential to guarantee adequate educational opportunity for every American. It is essential for safeguarding and furthering our way of life. It is also essential for developing mutual understanding between us and peoples of other nations. It's time we stopped disputing federal support of education. We need it now; we must have it if education is to be the developmental force it can and should be.

■ **American Foreign Policy**—The policy of the United States toward other nations, and heightened interrelations of all kinds, are under closer scrutiny now than ever before. Ideological conflicts between nations require that we constantly re-examine our foreign policies and keep them attuned to changing pressures and conditions. The growth of nationalism throughout the world, accompanied by the recent formations of many new, independent nations, places additional pressures on the United States. Science and its handmaiden, technology, also are revolutionizing the foreign policies of all nations —especially ours.

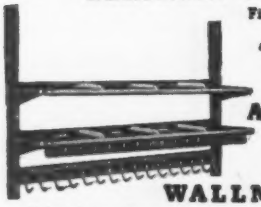
Education can be a mighty force in the development of our foreign policies. Education is concerned with people, those of the entire world. Our understanding of them and their values, needs, problems, ambitions and political and economic systems dictates our foreign policies. We can forge realistic policies of value to us and to other nations only to the extent that we understand the people of other lands and they understand us. So far we have barely scratched the surface.

■ **The "Gadget"**—Almost every mail delivery to all our offices brings information about a new educational tool, aid or "gadget" which someone has invented or revised and which (the accompanying promotion material tells us) will increase individual efficiency and probably even raise the standard of living. Out of this growing array of new "gadgets," one can get a picture of American technology and ingenuity in action. Once these devices are developed, it is up to the consuming public to choose which of them is of real use. But how shall we choose? Certainly we do not want to make our choices on the basis of sales promotion materials or the personality of the salesman alone. We want definite evidence for ourselves that a given "gadget" is truly effective. Difficult as this evidence is to obtain, the fact remains that schools and colleges need to learn to effectively employ many more of these aids than they now do.

In this issue Walter D. Cocking begins a new series of monthly essays on the educational implications of the forces, events and trends in the current domestic and world scene.

OV-253

Schooline®
WARDROBE SYSTEMS



Fixed columns • adjustable shelves

Adjustable Height
WALLMOUNTS

Solve the pupil wraps problem efficiently with Wallmount Coat and Hat Racks. Mount on any available wall space. Hat shelves and hanger bar adjustable on permanently attached columns to height for any age group. Double hat shelves and double row of spaced coat hooks accommodate 6 pupils per running foot. Basic 3' 2" or 4' 2" units interlock to make continuous racks to fit any space or capacity requirements.

Chalkrobe —combination wardrobe racks and chalkboard

Same as above . . . mounted on floor stand with Chalk Board or Cork Board and off-the-floor rack for overshoes. Each unit 4'2" in length.

Nos. B-3 & B-4 Wallmount Overshoe racks . . . 3'2" & 4'2" lengths can interlock.

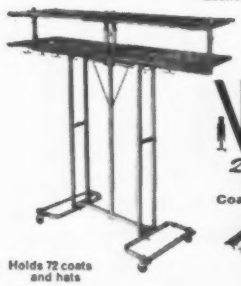
Corkrobe —combination wardrobe rack and corkboard

CUSTOM-LINE

Aluminum
Coat and Hat Racks

Tailored to fit any given open or closeted wall area. Smart in design and modern in "clear", "gold" deep etched anodized finishes and combinations. Quality built—closed-end aluminum tubing, rigidly held in cast aluminum brackets that are adjustable for height in dovetailed mounting extrusions. Brackets also adjustable to any desired centers.

Detail shows how dove-tail extrusions (which mount on any centers) hold brackets at any desired height.



Holds 72 coats and hats

Veep
Quick Folding
PORTABLE
Coat and Hat Racks

Sets up with a sweep of the arms . . . in 2 or 3 seconds.

Wheels through ordinary doorways. 4' x 8' area stores racks for 720 people.

Wheels as readily as a small service cart. The Veep rack unfolds into a rigid 6' 6" long unit holding 72 coats and hats. Scientifically counterbalanced so that it can be set up literally in seconds and fold down for storage as easily as an umbrella. Built of square tubular steel with double hat shelves of closed-end aluminum tubes supported by cast aluminum brackets. Plated to assure permanent beauty. Quality in engineering, construction and finish. The most efficient equipment yet developed for dining and meeting rooms, stand-by equipment, etc. . . . for wherever the "load" varies.

Write for Complete Catalog #51

VOGEL-PETERSON CO.

Rt. 83 and Madison St. • Elmhurst, Ill.

Business institutes offer on-campus living for back-to-school businessmen.

businessmen are going back to school

"More businessmen are coming back to school than there are degree students enrolled in business administration studies," estimates Dean Nathan A. Baily of the School of Business Administration, The American University, Washington, D. C. This is proven by the capacity enrollment of several hundred industry executives in each of the eight Business Institutes which the University conducts each year.

The oldest of these industry refresher courses is the two-week Rail Institute which was first established 15 years ago. Since then, three additional institutes in the transportation field—along with one each in real estate appraisal, administration of credits, federal tax procedures, and appliance management—have been added. None of these courses, which lead to a certificate of completion, lasts longer than three weeks, and all are timed to coincide with "slack" industry periods.

"In each case," Dean Baily explains, "we work with an outstanding professional group in a certain industry. They appoint an education committee of industry leaders to work with the school faculty on setting up a practical, informative program. We also jointly decide upon the dates for the Institute."

Citing the Institute of Management for the appliance industry as an example, Dean Baily reveals that the school contracts each year with the National Appliance-Radio-TV Dealers Association, which guarantees a minimum number of students. This year, the six-day course drew 188 registrants from all branches of the appliance field. No specific previous education is required, and the registration fee of $175 includes board in on-campus dormitories.

In contrast to this, the Federal Tax Institute for practicing accountants and lawyers lasts only one day, and entails a fee of $30.

While students at the Management Institute all shared a common interest in appliance merchandising problems, enrollment records indicate that the men were drawn from such diverse branches of the industry as manufacturing, wholesaling, retailing, advertising, and trade magazine publishing. Six scholarships each were awarded to retailers in the Class of '59 by the Whirlpool Corporation and the Kelvinator division of American Motors Corporation.

For his faculty, Dean Baily drew

upon men with no less a varied background in merchandising. Such regular members of the School of Business Administration staff as Professors B. A. Lindberg, and H. B. Wess (the latter a former vice-president of R. H. Macy & Co. in New York City) were supplemented by men such as William H. Davidson, author and professor of Business Organization at Ohio State University. From the industry itself came such men as J. H. Goss, vice-president, General Electric Company, and J. W. Craig, vice-president, Westinghouse Electric Corporation.

Classes began each morning at 9 a.m. and, with the exception of an hour breather for lunch, plus another hour for supper, lasted until 10 at night. The day was divided into 45-minute sessions. The students, whose average age was around 44 years, attended lectures that ranged from "human relations and communication" to "using accounting statements for profit planning." All of the lectures were followed by a question-and-answer period which stimulated heated discussions between students and teachers.

Of particular interest to the businessmen, less than one-third of whom had attended college, was the "case system" of instruction. Commenting upon this method of study, Professor Lindberg remarks: "It is a pedagogical system ideally suited for use with adult audiences. It is especially useful in conference-discussion group studies. A well-written case almost invites, or generates, situation-oriented comments, questions, observations, and value judgments on the part of the participants."

A survey of those attending the Institute of Management sessions disclosed that the vast majority of students were there to learn how to reap immediate profits from their businesses. However, neither Dean Baily nor his staff pretended that this was their purpose in offering the course of study. "In business education as in other aspects of the educational field we are sometimes too much concerned with concentrating on problems as they are," Professor Lindberg told the class. "Here, we try to educate for change."

OV-254

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Capitol Page School—enrollment by appointment, attendance by endurance

Daily routine is strenuous for pages.

WASHINGTON, D. C.—Enrollment in the Capitol Page School is solely by appointment and attendance is strictly by endurance. The first comes from a member of Congress or the Marshal of the Supreme Court, and the second from inherent personal tenacity.

The first Senate "page" was nine-year-old Grafton Dulany Hanson, direct descendant of John Hanson, president of the Continental Congress; he received the non-partisan recommendation of Senators Henry Clay and Daniel Webster. The practice of messengers, or pages, began in the House in 1789. It is easy to understand their importance in the days before the telephone, car or even the bicycle. At that time "riding pages" were equipped with ponies and mail pouches. But the development of more adequate communication facilities has not eliminated the need for pages. The House now has 50, the Supreme Court, 6; the boys currently come from 26 states.

In addition to running errands, the pages' duties include answering phones, placing at members' desks copies of the Congressional Record and bills under consideration for the day, notifying members on the Floor of the arrival of constituents, filling the water jug on the speaker's table, and—if the time-honored rules of these parliamentary bodies still mean what they say—filling snuff boxes and sand bottles.

Pages in the Senate, dressed in their uniform dark blue suits and white shirts, range around the edge of the presiding officer's rostrum waiting for a senator to galvanize them into action by a snap of the fingers or a wave of the hand. House pages sit on benches at the back of the Chamber and are summoned into service by means of a lighted switchboard. The Supreme Court pages, in the same uniform except for blue knickers instead of long trousers, sit behind the Justices at the bench or have special assignments in the Supreme Court Library.

Page pay while on duty is about $260 per month after taxes. Term of appointment ranges from 30 days to four years. Qualifications include graduation from the eighth grade; appointees are between 14 to 18 years of age. Girls are not accepted, although there have been some attempts to extend this opportunity to them.

The Capitol Page School was created in 1931 to meet the demands for compulsory school attendance in the District of Columbia, and until 1947 it was housed in the basement of the Capitol building, privately administered at the expense of Congress. In that year an Act of Congress placed the school under the auspices of the District of Columbia School System, and it is now supervised and administered like any other school in Washington. It is in session when the D. C. schools are, although enrollment declines when Congress is adjourned. Principal Henry L. DeKeyser came from the assistant principalship of a D. C. junior high school, and the school's six teachers belong to the regular corps of District schools. Congress remunerates the District for the entire cost of the Page School, including student tuition. The 1959–60 budget is $62,500.

The school is now located on the third floor of the Library of Congress, and one of its advantages is its proximity to the greatest library in the world. Another advantage is the small size of classes, which average 15 students. The school suffers from rapid turnover—the average student stays only one semester. Rarely does a student do four full years of work there, although sometimes there are 25 to 30 students receiving diplomas at graduation time. These documents are usually presented by the Vice President of the United States and are accompanied by a certificate signed by the President.

Reveille is of your own making if you are a Capitol Page School student, and should be sounded shortly after 5 a.m. to get you into your first class at 6:30. Although school is out at 10:30, it's a long day and a short night when Congress is in session into the wee hours; the daily routine of the 82 boys attending this school is geared to the often uncertain

---

By Belmont Farley, OVERVIEW's Washington correspondent.

OV-256

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OV-257

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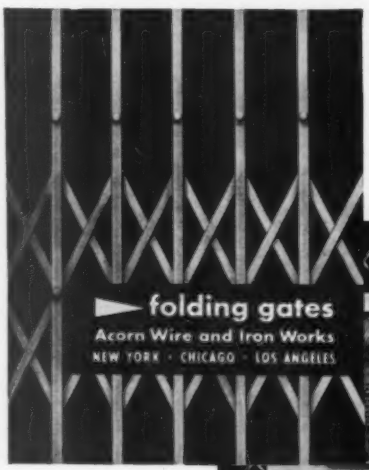
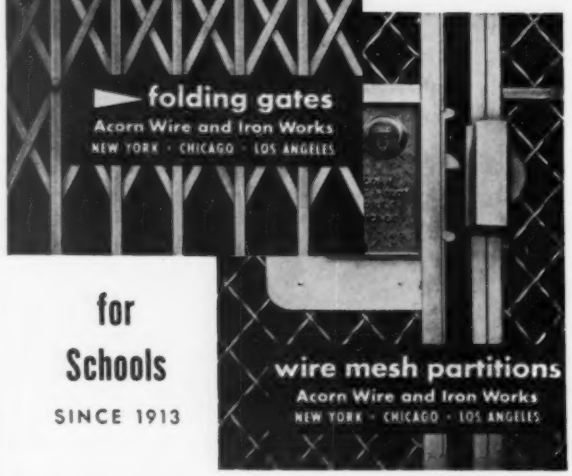
OV-258



GATES PARTITIONS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schedules of the U. S. Congress. No wonder the handbook distributed by Principal DeKeyser to students contains the admonition, "Boys should get adequate sleep in order to be sufficiently alert in the classroom."

Sixteen units of credit, earned either at the Page School or at some other, are required for graduation. Requirements include English, mathematics, science, language and history. The one-half unit required in U.S. Government is greatly enriched by continuous association with many of its processes as part of page assignments. Electives include business education, Latin, French, Spanish, world history, economics, physics, biology and music. The curriculum is primarily college preparatory, and both staff and students say that the studies are "tough."

Pages check news tickers for Senators, no longer "fill snuff boxes."

In spite of its academic character, the Page School boasts lively extra-curricular activities which include a student council, yearbook, newspaper, six clubs and a basketball team. A Parent-Teacher Association approves housing accommodations for the students. Students pay for room, board and clothes out of their stipends as pages, but books are free.

One might think that the students who are attracted to such a school always go on to careers in law, politics or public administration. Although some have become members of Congress or have held other government positions, most of the students exhibit preferences similar to those of the average American high school pupil.

OV-259

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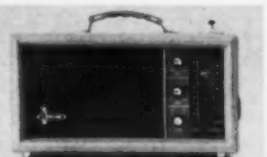

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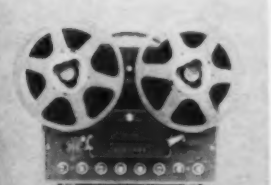

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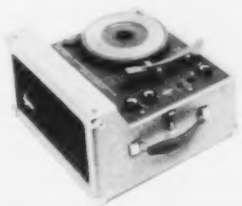

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COMMUNICATIONS CLINIC

those who don't know vote no

THOSE "NO" VOTES against school improvements are cast by people who haven't been convinced that they have a personal interest in the public schools. This is the belief of Frank B. Stover, Assistant Commissioner of Education in Trenton, N. J.

The opinion is shared by veteran school administrators. Seasoned combatants of the school bond arena know that when a critical bond issue is at stake, they must sell their program, and sell it well.

In Peoria, Ill., the schoolmen did such a good job of selling their program that they won the annual award of the Peoria Advertising and Selling Club. Of course, not every school can win a public relations contest, but reports to the voters must be clear. They must get the message across.

Often, getting the message across is a matter of stating the facts simply and clearly. Even the most tax-weary, anti-school die-hard is all for education. It's spending his money that he's against.

One of the jobs of school administrators is to sell Mr. Taxweary on the idea of handing over his money. The selling job done by many schoolmen is anything but prize-winning. The stubborn opponent of taxation is bombarded with reports and leaflets that do not sell, but fertilize and water his seed of resentment into full-bloomed rebellion.

By Clinton J. McGirr, technical writer with the AC Sparkplug Division of General Motors, and a former high school science teacher.

You can't blame the guy! Let's look in on him on a Sunday morning. He eases himself to the davenport, arranges his coffee cup before him, and opens the newspaper. Out falls a supplement on the public schools. Since it's Sunday and he has lots of time, he glances through the section. There's a picture of a class in bricklaying that interests him. "It's about time they started teaching kids something useful," he thinks.

He turns curiously to the text of the supplement. What about that class in bricklaying? He reads:

> "These interpretive materials about the various aspects of the curriculum are being published to promote continued close cooperation between the home and the schools. Educational institutions in a democracy are expected to meet the fundamental needs of society . . . . ."

Mr. Taxweary's chin drops to his chest and he jerks awake. He swigs a quick bracer from the coffee cup and throws aside the school section, growling, "Where's the sports page?"

You can't blame Mr. Taxweary for falling asleep, and you can't blame him for not being interested. To induce him to read a school report takes plain talk—the kind of talk everybody speaks but few write.

Granted, it isn't easy to write simple, direct English. But to sell the average taxpayer, you have to use it. Here are five rules for more readable reports. Follow them, and your report may compete with the sports section.

1. USE SIMPLE WORDS

Nothing promotes disinterest quicker than vague, multi-syllable words. Let's look for vague words in the first sentence of that Sunday supplement. How about *interpretive materials* or *various aspects* or *educational institutions?* These phrases are sufficiently vague.

The average taxpayer isn't interested in anything so dull. If you were talking to a fellow voter, you wouldn't use these words. A report should sound like a community leader talking to a voter:

> "Taxweary, we're publishing this report because we want you to know what we're teaching up there at the schoolhouse."

That's the way you would say it, and that's about the way you should write. Phrases like *interpretive materials* and *various aspects* are showy and they roll on the tongue, but nobody talks that way. In a report, they lull the reader to sleep.

Another path to slumberland is technical terminology. Educator's shop talk, tax terms, and statistician's lingo have ways of creeping into reports. These only confuse Mr. Taxweary.

Here's a confusing bit, for example. A report explaining why a school board gives tests to prospective teacher says:

> "The teaching tests provide a means of appraising an applicant in a classroom situation where he may reveal his ability to establish and maintain rapport with chil-

dren, as well as his command of teaching techniques."

This is schoolman talk, and has no place in a report to the public. It's like a doctor telling you your trouble is epistaxis. You'd never guess it, but he means that you have a nose bleed.

You know what it means to "establish and maintain rapport" with a room full of youngsters. Any teacher does. It means getting and holding the attention of 20 to 30 miniature volcanoes. Parents marvel at a teacher's ability to do that. But few parents would recognize the ability when expressed as "establishing and maintaining rapport."

Another source of narcotic terminology is tax phrasing. Can you blame Mr. Taxweary for turning to the latest basketball scores when he reads:

> "A general property tax not to exceed 1.1 mil for the years 1958 and 1959 on the dollar of the total assigned evaluation of property in the city subject to taxation provide the major portion of revenue for this extension fund."

2. USE SHORT SENTENCES

The average sentence length in popular magazines is about 20 words. Long, involved sentences hold a reader's head under water. He can't breathe. Reread the tax statement we just discussed. There are two thoughts in that one sentence: (1) the extension fund is supported by a tax, and (2) the tax is 1.1 mil. Let's rewrite the statement:

> "This extension fund is supported by a property tax. The tax is 1.1 mil on each dollar of assessed evaluation."

3. USE EXAMPLES

Whenever you must explain something, use examples. Teachers have done this since the beginning of their profession, and the lesson shouldn't be lost on writers of school reports.

Take that bit on taxes. Many people don't understand what a 1.1 mil tax means to their pocketbooks. It should be explained like this:

> "If the tax evaluation on your home is $10,000 (and that's the average evaluation in this city), your tax bill for this fund will be $11.00. Not bad, considering the advantages our youngsters will receive."

4. TEST BEFORE PUBLICATION

Ask two or three laymen to read your report before it goes to the printer. Ask them for criticism. If it's not clear, they'll tell you. Remember, don't test the report on another schoolman; give it to a layman.

5. REWRITE

Rewrite, reread and rewrite. Do this until the report is perfectly clear. The best authors in the world use this technique. Don't be bashful about joining the group.

Follow these five steps and Mr. Taxweary won't turn hurriedly to the sports pages. He'll read your report, and the chances are good that he'll vote "Yes" when he knows.

OV-260

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Cleveland Temple addition expands its educational and cultural program

Exterior photos: Ed Nano

PLANT NEWS BRIEFS

To MEET THE demands of its expanding seven-day-a-week educational and cultural program, the Temple in Cleveland, Ohio recently added a new wing to its existing facilities, at a cost of $950,000.

The architects, Michael M. Kane of Cleveland, and Perkins and Will of Chicago, felt that the original architect had achieved a complete expression on the exterior. Hence they made only a quiet joining, creating their own drama in the interior spaces. The new wing does not imitate the original Byzantine architecture, but does create a conceptual unity with it.

On the ground floor is an auditorium. Only 13 rows deep, it can accommodate 600 people around the pageant-type stage. A serenely beautiful room, it is constantly used by both the congregation and the community.

The Sunday School rooms on the second floor are where much of the building's drama bursts into being. Through a corridor window-wall one looks out on a roof garden, which is walled in by cypress panels and Byzantine tile and is pervaded by the great Temple dome. The busy crosstown street to the east has been walled off; classrooms focus inward, heightening the reverence and concentration needed for religious study.

The design of this floor, while simple, has symbolic overtones. Seven hexagonal-shaped classrooms form a honeycomb in the central area, echoing the angles of the Temple dome. Six more classrooms range along the glass-walled northern exposure. None of the corridor walls are solid, but are composed of six feet of walnut paneling topped by four feet of glass. The inside classrooms are flooded with daylight from skylights and reflected light from the corridors.

This floor is on a level with the roof of an adjoining unit of the total Temple structure. By extending the roof of the new wing, the architects made an overhang. The design of the resulting roof garden, in this area, is one that Biblical Hebrews might have brought back from the hanging gardens of Babylon. The graveled walks, planting boxes, benches, patterned tile, rectangular pool and traditional seven-branched candlestick (Menorah) —all are unified by the symbolic, angular theme incorporated in the Temple itself.

Since building the addition, the Temple has enrolled 1,500 children in its total program. On Sundays, 385 children, from kindergarten through the fifth grade, meet in the new wing. On Saturdays, six sixth-grade groups use those rooms which are equipped for their age level. Tuesdays through Fridays three confirmation classes meet in the wing. Both the children's and the adults' libraries are in constant use.

Photo: Hedrich-Blessing

Above: hexagonal-shaped classroom, which looks out into the roof garden, is lighted by skylights, reflected light from corridors. Right: the roof garden in winter, with the great Temple dome in the background.

OV-261

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EXECUTIVE'S BOOKSHELF

PROFESSIONAL ADMINISTRATORS FOR AMERICA'S SCHOOLS

The 38th Yearbook of the AASA. Washington, D. C. 1960. $5.

The heart of this book is a series of coherent and thoughtful recommendations for action to raise school administration to a profession. The recommendations are comprehensive. They are based on the commission's own research and investigation of existing research—all formulated to meet conditions as they are and most probably will be; and are founded in a consistent theory of school administration which represents a consensus of the articulate. They are responsible in that they give sufficient detail in their models, in their procedures for change and in the investigation both of costs involved and ways to meet the costs.

There are two troublesome questions recognized but not fully dealt with by the commission. How do we get school boards to select superintendents (and other administrators) who are professional in the commission's sense? How do we encourage the strong university preparation programs and discourage (prevent) the weak ones?

A more troublesome difficulty is in the acceptance of the broad base of the theory. Is there any parallel for the profession which is reached by so prolonged a "preparation" including graduate study and teacher-principal-central administration experience? Can a superintendent be selected or effective at age 26–30, or must he have had substantial experience in the classroom and principalship?

The commission was fortunate in its membership, and perhaps especially in a chairman, Hollis Moore, Jr., who is in a strategic position as executive secretary of the Committee for the Advancement of School Administration.

This publication, the last in a long series of AASA Yearbooks, is nearly unique in the appropriateness of the subject to the organization it serves, in the coherence, order and completeness of its presentation and its effective style. It has steered an admirable course between the Scylla of symposium and the Charybdis of the lowest common denominator—which have wrecked the efforts of the scattered and disparate group which necessarily composes the usual representative commission.

The temptation is to summarize and quote in detail. Since every member of AASA receives a copy, however, this reviewer's role is to urge careful study by superintendents, by universities, by state education departments, by the U.S. Office of Education and by school boards. The recommendations and suggestions are aimed at them and require change by them. For appetites that need titillating, here are a few tidbits, selected at random:

- "The mean time in position (as superintendent of schools) is nine years."
- About one fourth of the 251 university programs of preparation in educational administration enroll *no* full-time students; one half enroll ten or fewer! Only 29 programs enroll as many as 25.
- Professional reading ranks very high as a daily in-service resource—rated by superintendents and by the commission.
- ". . . the awesome task of providing preparation programs that make sense."
- Cost per student of two-year program should be $10,000–$15,000. Fellowship funds should provide $7,000–$12,000; cost to institutions is $3,000 plus or minus.
- "Professional education is not a spectator sport—it must get the student out of the grandstand."

KHRUSHCHEV AND THE CENTRAL COMMITTEE SPEAK ON EDUCATION

By George S. Counts. Pittsburgh, Pa.: University of Pittsburgh Press. 1959. 66 pp. $2.50.

How has Russia, recently one of the backward nations, developed into one of the great world powers? The answer lies in the undisputed achievements of Soviet education. Knowledgeable people therefore, realize the current significance of Dr. Counts' appraisal of this endeavor. It has been repeatedly proclaimed that Soviet education is an instrument designed to help that nation surpass the industrial and scientific accomplishments of the advanced capitalist nations.

The author, Professor Emeritus of Columbia University, makes a valuable contribution in his penetrating critique. The volume is divided into two parts. The first, "The Reconstruction of Soviet Education," is an authoritative analysis of educational goals and the means by which they may be achieved. The second is a translation of the 48 theses presented in November, 1958 by the Central Committee of the Communist Party and the Council of Ministers of the USSR. The theses sharply criticize the present system with its responsibility for the gap between instruction and life. A closer relationship between education and living is demanded. Educational policies are in the light of Russia's domestic and world situations.

The broad educational goals are (a) to attain world supremacy, (b) to bring the ideal of international Communism to fruition and (c) unquestioning loyalty to the regime. But the immediate aim is to make education more practical—in effect, to increase the sorely needed labor force. The government strongly emphasizes that economic and cultural development requires vocational instruction as well as general education.

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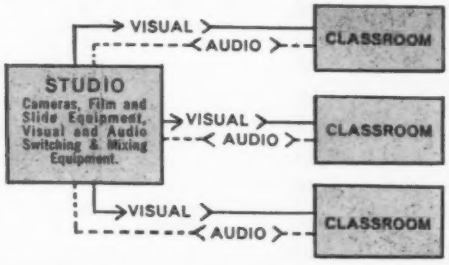

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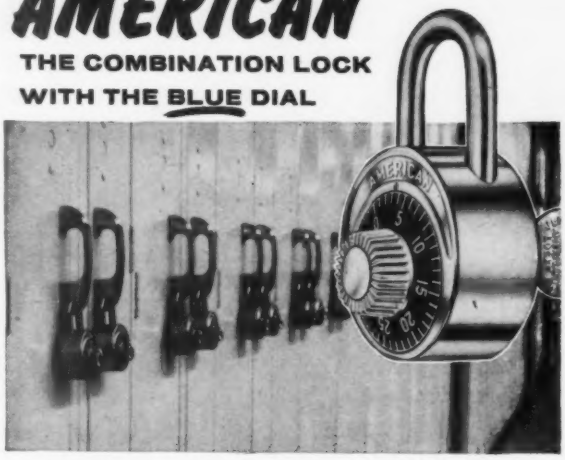

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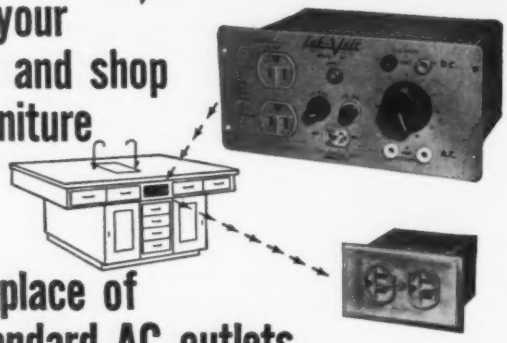

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The author distinguishes the educational implications of a dictatorship and those of a democracy. He is eminently qualified to interpret Russian pronouncements in education, having spent much time during the past decades thoroughly studying their school system.

ACADEMIC PROCESSION—Reflections of a College President

By Henry M. Wriston. New York: Columbia University Press. 1959. 222 pp. $4.

Paradoxical though it may seem, this is a warm human document which scrupulously fails to report any but the barest facts of President Wriston's personal life. It is, however, a testament to the challenge, the variety and the reward of a life as college president.

One looks in vain for how-to-do-it answers, yet one cannot escape the wisdom of his self-prescriptions in all aspects of college administration. His joy in the work, his sense of its long and large purpose, lend vitality to his genuine all encompassing interest in the details of administration. Yet he is the strongest possible answer to those who assert that administration is a function discrete from and even incompatible with education and that the administrator cannot, other than by chance reputation, be also an educator.

Superintendents will enjoy, as much as Dr. Wriston's particular colleagues, the accounts of his wrestling with trustees, faculty, alumni and his own associate administrators.

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By a Special Commission, AASA. Washington, D. C. 1960. $6.

School building students will welcome especially a warmly written chapter on *Beauty: A Basic Ingredient*. The commission gently scolds architects and educators for permitting "functional" to be defined exclusively in terms of permitting activities and urges beauty as an important function of the learners' environment. They know that environment educates and that beautiful

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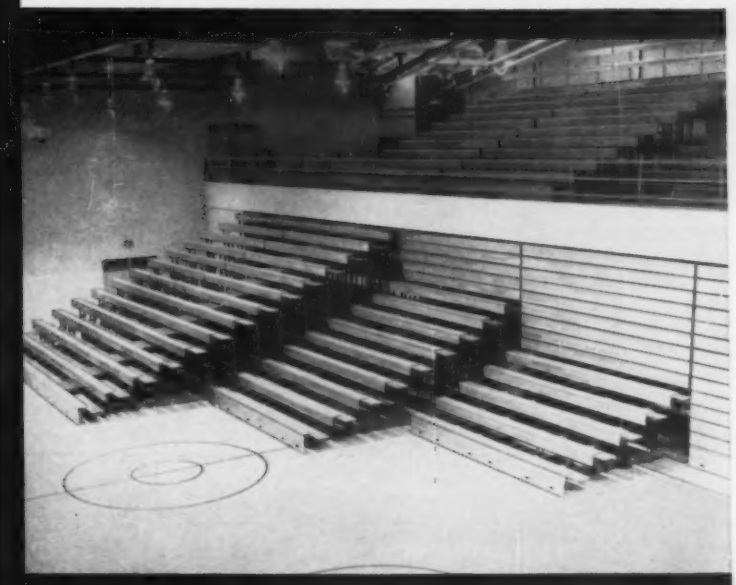

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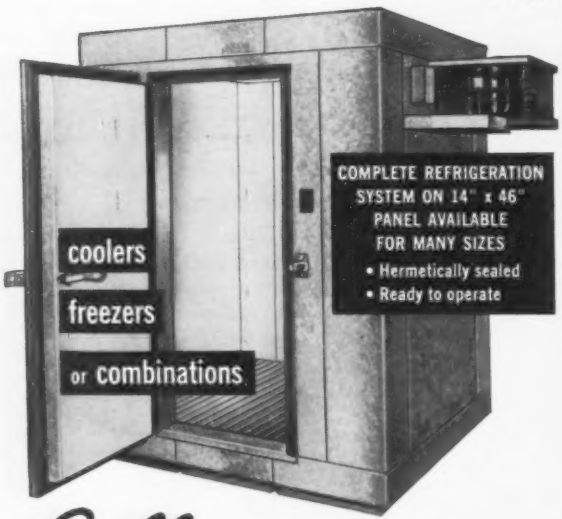

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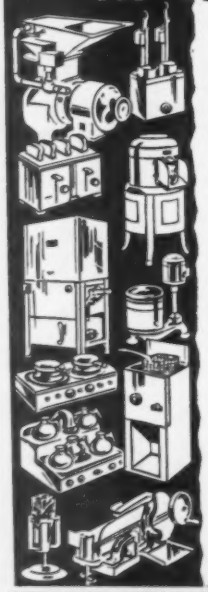

THOUGH AUTOMATION is a rather new term, it's been going on for a long time with DON equipment. For example, egg timers that stop cooking at the proper time; toasters that run continuously; meat slicers that control the thickness of the slice; potato peelers; dishwashing machines and garbage disposals that stop when their work is done, are examples of automatic operation.

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environment builds values while it reinforces learnings.

Another quite different contribution is made in a chapter on *Sites* which gives helpful information on everything from educational considerations to legal steps and public relations consequences.

This volume is a worthy successor to the AASA Yearbook of 1949. Like most works of a commission it is uneven where agreement came hardest. However, Chairman Shirley Cooper and his four pairs of associates (two architects, two superintendents, two state school plant officials and two special contributors) are to be congratulated for producing a helpful book which will undoubtedly be added to the library of school people and architects everywhere.

ADMINISTRATION AND POLICY-MAKING IN EDUCATION

By John Walton. Baltimore, Md.: The Johns Hopkins Press. 1959. 207 pp. $5.

Must the educational administrator be an educator? Or is he an administrator whose work is in an educational organization? Is it essential for the survival of an educational organization that the skilled administrator should have a great deal to say about its purposes?

Dr. Walton joins those who believe that the administrative function can be abstracted from the other functions of an organization, hence he'd vote "no" on the first proposition and "yes" on the second. On the third question he'd say "no" because educational organizations depend on those outside for purpose-direction.

Although the book's jacket cites Dr. Walton's experience, the author requires no warrant. What he says stands successfully on its own merits. This is a timely book and a thoughtful one.

The title promises more than the book delivers in the troublesome areas where administration and policy-making are so often indistinguishable. But the distinction grows out of the major thesis that the three principal functions of administration are: (1) the discernment of an organization's purposes; (2) the direction of activities within the organization in their reciprocal relations toward the accomplishment of accepted purposes; and (3) the providing of means for an organization's survival.

In sum, this can be commended to thoughtful administrators in every kind of educational enterprise, and to the many students of administrative theory. It is by no means lively reading but will reward the attentive reader.

BRAZIL: EDUCATION IN AN EXPANDING ECONOMY

By Augustus F. Faust. Bulletin 1959, No. 13, Office of Education, HEW. 142 pp. 50¢.

This booklet describes the educational organization and services in Brazil, along with related problems that mark the transition from a colonial to a modern economy. Governmental agencies and students of international education will find it useful. *Available from U. S. Government Printing Office, Washington 25, D. C.*

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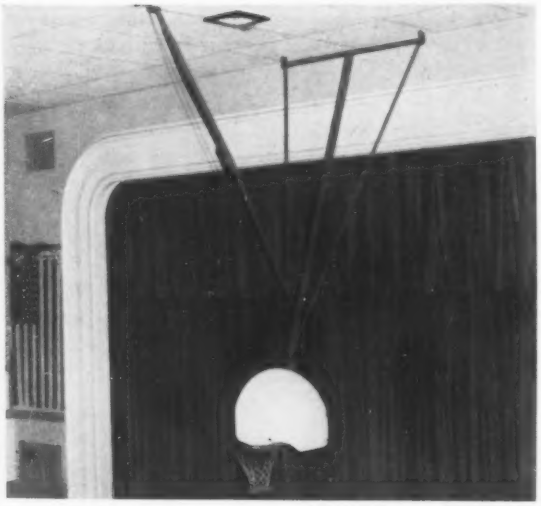

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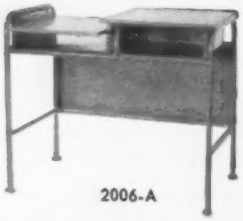

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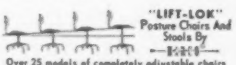

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NEWS ROUND-UP

FEBRUARY 1960 OVERVIEW VOL. 1, NO. 2

Booklet Cautions Against Unethical Job Recruiting

BETHLEHEM, Pa.—College placement officers should counsel students in job selection but not unduly influence them. Employers should not offer special gifts to students to induce them to take jobs.

These are two suggestions among many in the first revisions of "The Principles and Practices of College Recruiting," a six-page leaflet published by the College Placement Council located here and the U. S. Chamber of Commerce. The leaflet, which lists mutual obligations of students, employers and placement officers, is being distributed to 1,500 college placement officers and 3,000 top business, industry and government executives.

With business booming again, the Council and the Chamber expect a boom in the number of interviewers arriving on college campuses in the next few months to talk with seniors and graduate students.

Schools Seek to Supplement Revenue from Property Tax

THE LONG-SIMMERING debate over the adequacy of the property tax to raise sufficient funds for the support of education has been renewed with added vigor. A recently-released study by the Congressional Joint Economic Committee shows that by 1965 there will be a $2.1 billion gap between the cost of public primary and secondary education and the revenue from the people for its support.

"As long as the property tax is the main revenue source of the schools," said the survey, "general price level increases, and particularly teacher salary level increases, are likely to create major fiscal problems."

Lately, there has developed more and more agreement that some improvement in the tax practices of state and local governments must be accomplished, largely in order to break away from the limitations dictated by the property tax.

The property tax does have advantages. It emphasizes local responsibilities and it tends to keep the property owner interested in local affairs. But the tax on property also has many disadvantages. An assessment, once made, is hard to change; unequal assessments often lead to serious inequities among property taxpayers within a single tax district; and there are legal limits on the property tax.

The most serious disadvantage, however, is that the value of the property may bear little relation to the income of the owner, yet most individuals pay taxes out of income. For these reasons, it is being viewed as a narrow-based, inequitable, and inflexible tax by many local authorities.

Arguments against the property tax were summed up in a brochure being distributed by the Iowa State Education Association as part of their campaign for a larger share of state school support. The charges, which could be applied in other states, are:

- Hundreds of thousands of Io-

Whole Community Proud Of New High School

BRIDGETON, N. J.—A new school can be a source of pride for an entire community. When Bridgeton recently opened its new $3.5 million high school, the event was marked by a special 64-page edition of the *Bridgeton Evening News* called "Bridgeton Progress and High School Dedication Edition."

New Jersey's governor, Robert Meyner, was the principal speaker at dedication exercises.

Here and There . . . .

One Ohio industry has sharply increased the number of employees participating in its aid to education program by broadening the scope of the plan. The Cleveland Electric Illuminating Company expanded its Corporate-Alumnus Program to a Corporate-Employee Program. Now any employee who wishes to make a gift to a school of his choice, or his wife's or children's school, may have the gift matched by the company.

* * *

The school board in Prince Georges County, Md., is considering a paneless way of dealing with vandals who specialize in smashing windows. Their answer to this $20,000-a-year drain is a 3-story structure which has no windows at all on three sides of the building. Sky domes would admit the necessary outside light to classrooms.

* * *

It's never too late to learn, says a 1925 high school graduate who has enrolled at Illinois State Normal University as a freshman to prepare for teaching. A former industrial employee, William Grot of Ottawa, Ill., says he always wanted to teach school and expects to be doing so by 1963. The father of four small daughters credits his wife with encouraging him to start his preparation for a new type of work.

Supplement Property Tax

(continued)

wans who do not own property pay practically nothing towards the support of schools.

• Out-of-state corporations which do millions of dollars worth of business in Iowa, but own little or no property in Iowa, escape their responsibility for supporting state schools.

• Many large Iowa property owners do everything possible to avoid being included in districts where school revenue is urgently needed.

• In school districts where the total assessed value of property is below average, it is becoming impossible to provide even the minimum funds needed for adequate schools, even if the people are willing to accept property taxes that are the maximum of their ability to pay.

Up to now, there has been much discussion of broadening the local tax base, but an almost insignificant amount of action. According to a recent publication of the National Education Association, "New Local Sources of Tax Revenues," Pennsylvania is the only state to make much headway in the tax reform. Under a 1947 law, Pennsylvania granted local governments power to tax anything not taxed by the state.

A measure of its effectiveness, for example, can be shown by figures for the 1956–57 school year. Tax collections for school purposes that year were over $33.7 million. A flat-rate wage tax accounted for almost half this figure, while a per capita tax brought in almost as much. Other taxes included deed transfer, amusement, mercantile license, trailer and business privilege.

Except in Pennsylvania, cites the NEA report, non-property taxes imposed by school districts are insignificant in terms of revenue production. A few states permit school districts to levy per capita taxes and there are some scattered instances of the use of a few other minor taxes. Several districts in New York, for example, impose a 3 percent tax on consumer's utility bills, or a retail sales tax.

This year, though, in New York it appears that the Democratic minority in the legislature will adopt, as part of its program, a proposal calling for a broader school tax base. The Democrats are expected to act as a result of a report prepared by state controller Arthur Levitt for the Public Affairs Committee of the state Democratic organization.

And in his annual message to the opening session of the 1960 State Legislature, New York's Gov. Rockefeller included a proposal for creation of federated or "super" school districts with authority to levy non-property taxes to raise an additional $100 million for the next school year.

Along the same lines, Baltimore's newly-elected mayor, J. Harold Grady, has been pressing for a city-wide earnings tax. Addressing the annual convention of the Maryland Congress of Parents and Teachers, he said: "I hope you will look with understanding at the city's efforts to broaden its tax base. Unless the problem is solved quickly . . . education will suffer."

In Kentucky, a majority of 188 local citizens committees favor a sales tax earmarked for education. The committees enroll more than 9,000 laymen. When the Kentucky Council for Education asked them whether they thought the state's tax structure could meet the needs of education, 98 percent replied "no." Seventy-eight percent of those who answered the Council's inquiries said that a sales tax for educational purposes would be fine, but they opposed an income tax.

And in New Jersey, a state sales or income tax is being advocated by the New Jersey Education Association, the State Congress of Parents and Teachers, the State Federation of District Boards of Education, and the New Jersey School Superintendent's Association. Speakers will use a film strip, "Let George Help Do It," in presenting the proposal to education groups throughout the state.

The film contends that either a sales or income tax is the only way "to raise adequate revenue to meet increased school costs." The thesis of the filmstrip is that many New Jersey residents pay more than their share of taxes, while others pay far less.

Summing up the controversy, James B. Conant pointed to the last annual report of the Educational Policies Commission which called for at least $8 billion a year more for schools than they now have, and said there is no prospect of anywhere near this amount being raised under present state and local tax laws with their reliance on the property tax.

Speaking before the annual dinner of The Advertising Council in New York, Dr. Conant said: "Taxes on real estate long ago proved to be inadequate as a source of revenue to support public schools. Only in a few communities with high real estate evaluations could any reasonable degree of taxation provide enough money for an adequate school budget."

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Resources Group Stresses Better Utilization of Tools

NEW YORK CITY—A major "breakthrough" for improved education on a worldwide scale will be the objective of the newly-formed Learning Resources Institute, according to Dr. John E. Ivey Jr., LRI president.

Ivey, who resigned as executive vice president of New York University in September, says the non-profit Institute will attempt to bring about a successful marriage between the technology of modern communications and the science of learning. The undertaking will be supported by nine of the nation's educational organizations, private industry and foundations.

"In cooperation with the nation's schools and colleges, the Institute will begin a review of learning research and theory as a base from which to launch explorations of new tools for learning," Ivey said.

Simultaneously, it will devote much of its work to seeking improved instructional uses for television, films, radio, learning machines, and innovations in the development and use of written materials of all types, he added.

One of the Institute's most radical innovations is a five-year plan for producing 15 network television courses which would constitute the basic core of a liberal arts curriculum for undergraduate college students.

Negotiations are underway with the networks for presentation of several of these courses next year, although a two-year curriculum won't be ready until 1964–65. If the two-year sequence is successful, a full four-year college course would be the next step.

The Institute already is administering, in cooperation with the American Association of Colleges for Teacher Education, the two "Continental Classroom" courses for credit in physics and chemistry which are telecast by the National Broadcasting Company every morning.

A second major program which LRI is supporting is the midwestern airborne television project being conducted by the Midwest Council on Airborne Television Instruction, of which Ivey is also president. This experiment, which will get underway next fall, will eventually telecast as many as 72 full year courses from an aircraft flying at high altitude to a potential "classroom" of five million students in six midwestern states.

The Institute plans to explore possibilities of adapting the airborne television technique to use in underdeveloped countries which are seeking ways of breaking through the "illiteracy barrier," said Ivey.

The Institute is also undertaking a number of special projects, including:

- Production of a variety of other courses on film or video tape at the elementary and secondary levels, and courses for credit at the college level. These are designed for use on television networks and educational television stations, over the midwestern regional airborne TV experiment, and in educational programing—frequently in foreign languages—by other nations.
- Establishment at Princeton, N. J., of a center for research, development and demonstration of new technological improvements for the learning process. The Princeton Center will be a place where educators and laymen from the United States and abroad can come to see the latest material and equipment for the use of education demonstrated and on exhibit.
- Provision of specialized educational services to schools, colleges and universities. These include development of texts and syllabi to accompany televised, filmed or taped courses, as well as consultant services to schools, colleges and regional groups.

OV-278

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FOR NEW EASE IN DISH HANDLING!...
Dish Caddy is superior in performance as well as economy. It ends breakage of dishes in transfer, handling easily, even with a full load. STORES NEATLY UNDER SERVING COUNTER, eliminating unsanitary storage shelves. Construction is all welded stainless steel with translucent plastic covers.
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The line features Service Caddys for every need . . .
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the last word in large scale dish, tray and rack handling.
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OV-279

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they look alike

but what a difference in picture quality!

Magnified view of lenticular surface—which is in effect a complete sheet of reflective lenses.

One is a conventional screen—the other a new lenticular Radiant Screen. You'll be astonished at the difference this new reflective surface makes. Your pictures have more brilliance, more clarity, rich, more natural colors. In addition—the lenticular screen is extremely effective for projection in darkened or even lighted rooms where no extreme or unusual lighting conditions prevail.

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for lighted or darkened rooms

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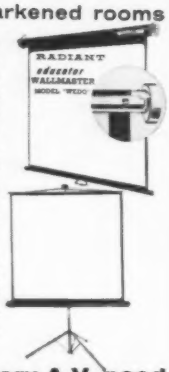

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Gores' Speech Highlights School Supply Convention

CHICAGO—Exhibitors and dealers nodded heads, exploded in laughter, and gasped in shock as Harold Gores, president of the Educational Facilities Laboratories, addressed a general session of the National School Supply and Equipment Association convention here recently.

Gores paid tribute to the thousands of educational equipment dealers and salesmen and to the business officials and superintendents of America's public schools.

Making vivid the world we live in, he reported that one-sixth of all the humans ever living on earth are now alive, that 90 percent of all scientists are now living. He noted two other explosions besides population: in energy and in knowledge.

Pointing out that knowledge, not hardware, is the ultimate weapon, he listed three national purposes for America—to be free at home, safe in the world, and to teach all mankind.

Turning to the American educational scene, he called attention to its great diversity (one-fourth of U. S. schools are still one-teacher, while five high schools enroll over 5,000 each) and to its sameness (standard class size, cell-block buildings, bells and programs, common textbooks).

He described the new ferment, giving five examples:

- Different uses of personnel (private tutors, team-teaching, large classes).
- Flexible lecturing space (large, small, variable).
- New forms of school buildings.
- Machines for teaching.
- Amenity without guilt.

Gores closed with 15 points for salesmen to watch, among them:

- Shift in expenditures from plant shell to tools.
- Big market of future will be high schools, junior colleges, colleges.
- Decline of auditoriums as such.
- Switch from gymnasiums to field houses.
- Junior high school shops and labs will be less specialized and non-vocational.

Conventioneer and guest speaker Harold B. Gores, president of the Educational Facilities Laboratories, takes time out from a busy schedule to pose for a caricature.

New Test Will Measure Pupils' "Ear for Language"

CAMBRIDGE, Mass.—Students with a special talent for mastering foreign languages can be spotted by a new test which measures a person's "ear for language."

The new test, devised by Prof. John B. Carroll of Harvard and Stanley M. Sapon, now a professor of modern languages at Ohio State University, has just been released for use in high schools, colleges, and foreign language schools.

By the use of artificial languages and make-believe grammars, Carroll said the test can discover language aptitude even in a person with no experience or training outside his native tongue.

This Modern Language Aptitude Test, based on five years of research, was tried out on some 10,000 high school and college students before its release for general use.

The test can measure what is apparently a special "talent for languages," Carroll said. People who score high in the test are likely to do much better in language courses than those who score low. The test shows only a moderate degree of relationship with general intelligence. It is a better predictor of foreign language success than IQ tests are, he added.

Good Working Conditions Required for Quality Education

WASHINGTON—Correction of some of the unsatisfactory working conditions which exist in the teaching profession could go a long way towards solving the shortage of teachers.

That's the conclusion of a recently-published book, *Conditions of Work for Quality Education,* by the National Education Association's Department of Classroom Teachers.

Desirable working conditions are a prerequisite for quality education, the book points out, because undesirable conditions lead young teachers to avoid careers in teaching and induce experienced teachers to leave the profession when better economic opportunities present themselves.

Areas in which upgrading is needed are classified into five categories and comprise what is referred to as a teacher's Bill of Rights. They propose:

• **The right to professional status**—Specialized preparation, as with teachers, is only one of the marks of a profession. Another is how it operates in practice. Teaching is the primary profession because all members of all professions achieved that status through education.

• **The right to adequate time and means**—The many demands made on the schools today often combine to prevent the teacher from making the best use of his professional preparation and competence.

• **The right to fair treatment**—Teachers, as professional people, need to work in something more than a formal employer-employee relationship. There ought to be a friendly, cooperative partnership between them and the community.

• **The right to good leadership**—Too often the school superintendent has been considered to be expendable and has not been recognized as an essential factor in arranging desirable working conditions for classroom teachers. He ought to have both time and encouragement to render effective professional service.

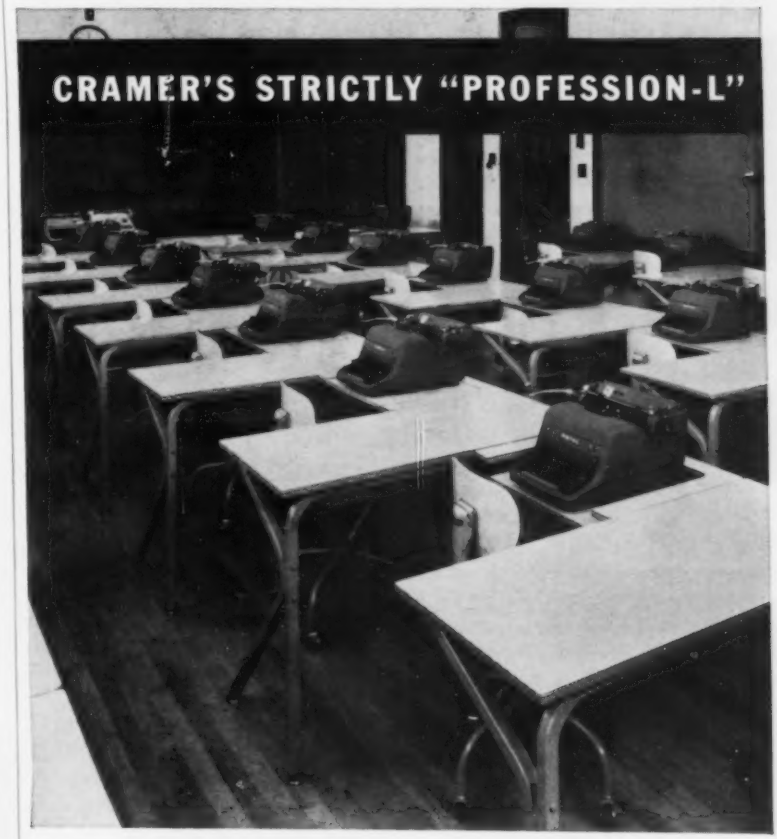
• **The right to security**—Salaries should be at a level sufficient to attract and retain a highly qualified, career-minded professional staff.

In New Post

WASHINGTON—Dr. Roderick F. McPhee has been named executive assistant of the Committee for the Advancement of School Administration. He will spend the next two years helping this committee of the American Association of School Adminisrtators implement a Kellogg Foundation grant of $346,843, laying the groundwork for efforts by the states to enhance the standing of school administration as a distinct profession.

McPhee, who was assistant to the dean of the graduate school of education at the University of Chicago, assumed his new duties Jan. 1.

OV-280



Place your students in the authentic office atmosphere of Cramer Profession-L Laboratory Furniture and watch them learn faster. With Cramer's sleekly trim modular combinations, your classroom becomes an office where business training is easier—economical, too.

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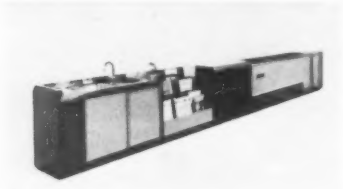
THIS MONTH'S PRODUCT PREVIEW

UNIT VENTILATOR AND ACCESSORIES OV-301

Representing a radical departure from tradition, the 1960 Herman Nelson unit ventilator line features color-matched accessories designed to transform under-window "dead space" into valuable teaching aid area. Among the functional new accessory pieces which have been introduced are a sink-and-bubbler unit, magazine rack, pull-out cabinet on casters, cubicle storage cabinet, and standard cabinets with or without sliding doors.

The floor-model unit ventilators, themselves, feature one-piece, die-cast discharge grilles, anodized aluminum trim metal, and snap-on front access panels. Models include classroom units for hot water, steam, direct-fired gas, and electric systems. Piping, pipe insulation, condensate drainage system, and control system are engineered and sized for air conditioning in the future. Unit ventilator and accessories are offered in six decorator colors, with panels on



each item removable to conform to any change in classroom color scheme. Herman Nelson School Air Systems Division of American Air Filter Co., Inc., Louisville, Ky.

FIRE-RETARDANT PAINTS OV-302

Paints prepared to cover combustible finishes on interior and exterior surfaces and designed to greatly reduce combustiblity of these surfaces, according to the manufacturer, are recognized for their ability to foam up or "intumesce" upon exposure to heat or fire. The black marshmallow-like blister so formed prevents flame spread and minimizes heat penetration by its insulation action, it is further claimed. Fire-retardant paints also offer protection to non-combustible material such as structural steel, roof deck supports, and solvent storage tanks. Albi Manufacturing Co., Inc., Rockville, Conn.

BASKETBALL BACKSTOPS OV-303

Miniature version of his company's regular line of folding basketball backstops was demonstrated at the NSSEA by Thomas D. Salyer. Back-

stops, which operate on 115 volts, 60 cycle, single phase current, contain a limit controlled unit designed to avoid damage to building or backstop even though operator may be careless. Electric motor is internally protected from overloading, and worm-gear locks the winch in any position of the backstop folding cycle in case of power failure. E-Z Fold, Inc., Box 188, Spearville, Kans.

ART CRAYON OV-304

"Prang Color Classics," a new wax crayon, in square shape, were shown at the NSSEA by Frank G. Atkinson, president, The Joseph Dixon Crucible Co. Classics are three-eighths in. square, and three in. long. They are available in a lift lid-type box, con-

taining 16 colors, and list for 55 cents per box or $5.61 per dozen. The American Crayon Co., Sandusky, Ohio.

FLOOR CLEANING MACHINE OV-305

A special new gear design, in 14-in. floor cleaning machine, permits use of ½ h.p., 115/230 volts, 60 cycle

motor common to larger machines. Toe touch control cam lock allows for adjusting handle without stooping, and operator fatigue is reduced by use of twin tube handle. Cleaner rolls on 5-in. pneumatic tired wheels. Cassidy Products, Inc., 2285 University Ave., St. Paul 14, Minn.

SOUNDPROOFING OV-306

"Soundex" perforated and "Budgex" solid wall partitions designed to reduce overall noise level in working areas or prevent transmission of noise from one room to another, are offered in four styles in heights from 42 in. through 68 in. and in two-in. thicknesses. Patented interlocking devices, floor anchors and four-way posts enable installations or changes to be made with a minimum of disturbance to normal work routines. Walls and partitions are available in sunrise tan, spring green, morning grey, autumn tan, summer green, and twilight grey. GR PRODUCTS, INC., 2417 Eastern Ave., S.E., Grand Rapids, Mich.

CHAIR AND STUDY TOP OV-307

L. M. "Jack" Hinshaw, sales manager, points out "Adjusto-Seat" feature of the "General 67" chair and study top. Adjustment permits choice of three heights (16, 17, or 18 inches) in one model. Unit is made of birch face plywood with both seat and study top hand sanded, dip sealed, and sprayed with clear lacquer. Understructure is made of 14 gauge steel tubing. GENERAL SCHOOL EQUIPMENT CO., 869 Hersey St., St. Paul 14, Minn.

WASTE DISPOSER OV-308

Designed to harmonize with most furnishings and equipment, this disposer with built-in sanitizing spray dispenser measures 11½ × 11 × 19 in. Foot-operated closing mechanism features a patented noiseless operation. Sanitizing spray dispenser in lid top releases a measured spray on contents of receptacle at the touch of a finger. Removable receptacle liner is stain-proof, rust-proof, and impervious to most chemicals and alkalis. Product is available in two-finish combinations, from: WOODLETS INC., 2048 Niagara St., Buffalo 7, N. Y.

UTILITY WASTE TRUCK OV-309

New utility pick-up truck, designed to facilitate quick and easy collection of waste paper, trash, soiled linen, etc., is available in two models: one with two fixed wheels on rear, the other with two wheels on rear and swivel casters on front. Standard equipment includes push or pull handle, detachable 10-ounce white duck bag with brass grommets, and reinforced seams to withstand repeated launderings. Available optionally is a flame-resistant bag. The steel frame, finished in satin black, folds flat for storage. Manufacturer is WHITE MOP WRINGER CO., Fultonville, N. Y.

OV-281

MODERN SCHOOLS CHOOSE

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PorTables

Doublers UniTables

For Versatility Durability Economy

Students-Teachers and Supervisors, Administrators and School Boards, all prefer Mitchell multi-purpose equipment . . . each in their own way. Students like the accessibility, beauty, and comfort of the PorTables, Doublers, and UniTables. Teachers and Supervisors want the safety, speed and easy operation, practicality and mobility found in these units. Administrators and School Boards rightfully regard long-range utility, reduction of replacement costs, and the *standardization* offered in this complete line, as primary considerations. All of these advantages, and more, have long been accepted from coast to coast, as Mitchell standards of guaranteed quality. You'll find that Mitchell will meet your needs the best.

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CHALKBOARD GRAPH BOARDS OV-310

Bob Opie, director of chalkboard products, was on hand at the NSSEA to talk about his firm's newest chalkboard graph boards. One side of these features embossed rectangular coordinates in the form of 1-in. squares, 36 each way, with blue lines and red axes. A polar coordinate graph, with 10 concentric circles 1¾ in. apart, and radial lines at 15 degree intervals with 5 degree divisions indicated, is located on the reverse side. Hyloplate chalkboard, mounted in a hardwood

frame, pivots to expose either side. WEBER COSTELLO CO., Chicago Heights, Ill.

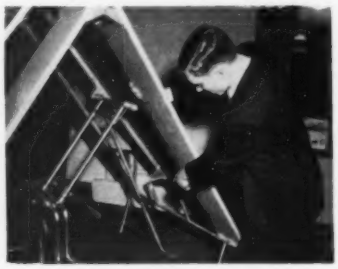
"COUNTER-CASHIER" OV-311

"Set-priced" lunch service cafeterias can calculate gross income instantly, at any given time, with the "Counter-Cashier." Customers pass

along the cafeteria line, depositing the exact amount of the lunch in a recessed well on top of the unit. The cashier then depresses the handle and the money is deposited in a removable coinbox. Each action of the handle adds to the total on the built-in counter. The stainless steel unit retails for $75. AVENCO, 740 Washington, North, Minneapolis, Minn.

FOLDING BENCH AND TABLE OV-312

All-steel chassis of modified Howmatic "12" folding bench and table was pointed out by Pat Howe, Jr. at the NSSEA. When in "open" posi-

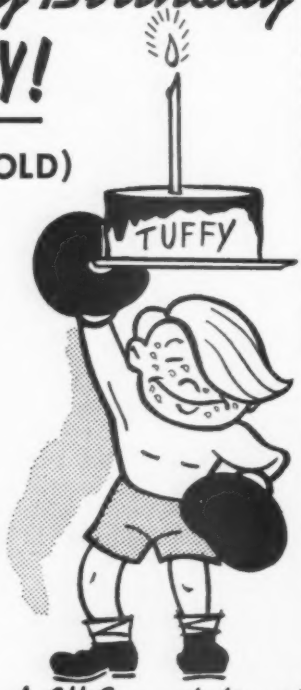


tion, table measures 12 ft. long, 54 in. wide, and 27 in. high. Attached benches are 9 in. wide and 16 in. high. The entire unit is designed to accommodate from 16 to 20 people. Table top consists of high pressure plastic laminate bonded to top surface of flakeboard core. All surfaces, including bench tops, are exposed for easy cleaning. Folded unit rolls on four 4-in. hard rubber, ball bearing swivel casters. HOWE FOLDING FURNITURE, INC., 1 Park Ave., New York 16, N. Y.

OV-282

the Cram Man says: *Happy Birthday to TUFFY!*

(ONE YEAR OLD)



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PRODUCT LITERATURE

Administration

"Progress of Public Education in the United States of America, 1958–59," devotes a section to outlining some of the important developments in the reduction of the total number of school districts. Copies of the 29 page report are available through the Office of Education, U. S. Department of Health, Education and Welfare, Washington, D. C. OV-401

Classroom and Lab Aids

A new catalog of helpful books has been issued by Goodheart-Willcox, 1322 S. Wabash, Chicago, Illinois. Several publications covering **shop and lab projects** are listed in the seven page booklet. OV-402

The American Technical Society, 848 E. 58th Street, Chicago 37, Illinois, lists current books and instructional material available under topics including aviation, drafting and sketching, mathematics, medical and teacher training, in a **1959–60 catalog and price list.** OV-403

Thirty-three subject indicies, including architectural drafting, graphic arts, and woodworking, illustrate instructional publications available for purchase in the **McKnight Shop Books 1960 catalog.** Write McKnight & McKnight Publishing Company, Bloomington, Illinois. OV-404

Electronic test equipment specifications and prices are contained in a folder specially prepared for technical, science, and vocational educators from Paco Electronics Company, Incorporated, 70–31 84th Street, Glendale 27, Long Island, N. Y. OV-405

Questions most frequently asked about **language laboratories,** and their answers are covered in 5-page offering of Universal Language Laboratories Corp., 200 West 57 Street, New York 19, N. Y. Specific reference is made to the company's Lang-Lab method of instruction. OV-406

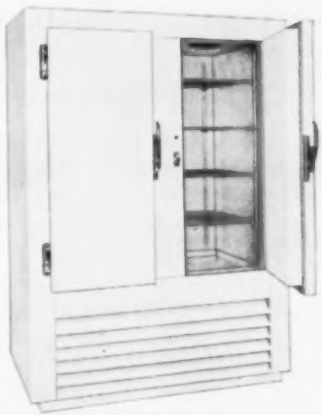
"Mastering the Microphone" is the title of an 8-page booklet prepared by Shure Brothers, Inc., 222 Hartrey Avenue, Evanston, Ill. Intended for educators and all others who have occasion to use a microphone, this publication includes a description of a public address system's components, tips on buying or improving a system, and facts on the basic types of microphones. OV-407

Guidance on **planning closed circuit television programs** is contained in 12-page illustrated handbook published by Giantview Television Network, 901 Livernois, Ferndale 20, Mich. OV-408

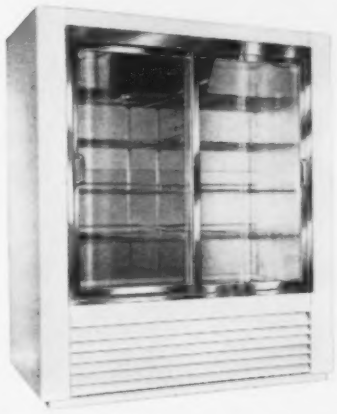
OV-283

NOR-LAKE...

"FINE-LINE" in every way!



R-15 REFRIGERATOR — Eight adjustable plated wire shelves, ten big storage areas in 15 cu. ft. Aluminum interior, heavy cold rolled steel with baked enamel exterior. Double two-keyed locking doors. Door heater strips seal for total cold. Fully automatic condensate removal. Fine-Line styled, also available with drawers and Blood Bank Alarm system for biological uses.



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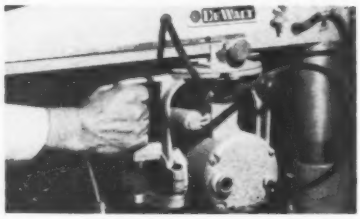
HOW EXECUTIVES RELAX

"Hap" Funk's Hobby Shop



Photos by John Cass

A LOT OF MEN as busy as Howard "Hap" Funk would have no time for hobbies.

Not so the 63-year-old Teachers College, Columbia University professor. Funk relaxes with five separate hobbies, any one of which might keep a less enthusiastic man occupied full time. Funk explains: "It's one of the ways that I preserve my sanity."

Funk retired as superintendent of schools in Bronxville, N. Y., in 1957. He retired to "take it easy," he says, but he's been doing anything but since. He came to Teachers College after his retirement and has been dividing his time between two projects. One is with the Metropolitan School Study Council, the other is as supervisor of Teachers College educational administration interns who are completing their work in metropolitan area schools.

Funk's hobbies keep him busy with his hands, something which "comes naturally" to him. Stricken with polio while still in high school, and confined to a wheel chair for two years and to crutches since then, Funk learned what fun it was to work with his hands in new ways.

For seven years, before getting into the academic field, Funk combined his work with these new-found interests as a manual arts teacher in Wisconsin. To this day, woodworking is probably Funk's favorite pastime.

Rebuilding old furniture, and occasionally making new pieces, occupies most of Funk's spare time. In the basement of his Westchester home, Funk has assembled a set of hand and power tools that would make any handicraftsman envious. Some date back 40 years to when he first rigged up his shop, and others he "just got yesterday."

His newest piece of equipment is an electric sander. His basement also contains power saws, a jointer, a drill press, a metal working lathe, and countless other tools—some of which he may use only once a year, but "are necessary when you need them."

Refinishing antiques

Currently, Funk is working on what he calls "a most interesting piece"—an extremely old bookcase-secretary made of crotch mahogany veneer and cherry wood. Funk was delighted when he found the piece (about 125 years old) in a New York antique shop. "A lot of the veneer will have to be replaced and the whole thing will have to be re-glued," he says, "but its style and proportions are beautiful. When it's finished, it'll be a real prize."

Another one of Funk's treasures is an old pew bench he found on a scrap heap in Vermont. Many of the pieces were missing, he recalls, and others had to be replaced. But it's now a gem.

When Funk can't find a piece of furniture he wants, he makes it himself. He has a pair of maple twin beds that are replicas of a very old set owned by a friend. He took careful measurements and made his own copies. He has done the same with a pine tavern table belonging to another friend.

In his home, just about every piece of furniture is an antique that he has refinished or a piece he has made himself.

Antiques fascinate Funk because of their "solid construction, beautiful wood, and charm when refinished." You eventually learn by the shape and design to gauge the era in which a piece was built. "This gives you some clue to what the wood underneath is likely to be, even when it's hidden under several layers of paint."

Repairing clocks

A closely related hobby also intrigues Funk—early American clocks. The wooden works of the clocks can be taken out and repaired, he explains. Since wooden works are not used in older European clocks, he has restricted himself to those he can repair.

Funk emphasizes he's not a collector, but gets his enjoyment from making clocks run again. He estimates he's worked on about 25 clocks through the years, and presently has eight in his workshop awaiting his attention.

His big "headache" now, he says, is a beautiful walnut steeple clock which defies his efforts to repair it. He can make it run, but he can't get it to keep time.

When Funk tires of working with antique furniture or clocks, he turns to his lapidary work. He has spent considerable time cutting and polishing precious stones and working with gold and silver. He hopes one day to set up a jeweler's bench and devote more time to this hobby.

During three summers spent on a Navajo Indian reservation in the southwest, Funk had an opportunity to study the ring-making art with Chester Yellow Hair, Dooley Shorty, Sam and Ambrose Roan Horse and a number of other Navajos. The work of each of these artists is distinctive and can be recognized by anyone familiar with the art, says Funk.

Building a hi-fi

Funk also enjoys listening to music and has built his own hi-fi set. "I don't know a darn thing about hi-fi theory," he admits. But with the aid of kits that can be purchased and his woodworking ability, Funk has put together a beautiful sound system that gives him much pleasure.

Gardening

With all of these pastimes, Funk still finds time for gardening and takes great pride in his flowers and shrubs. This interest developed when Funk purchased his present house. The overall layout was planned by a landscape architect but, since then, Funk has done all the work himself.

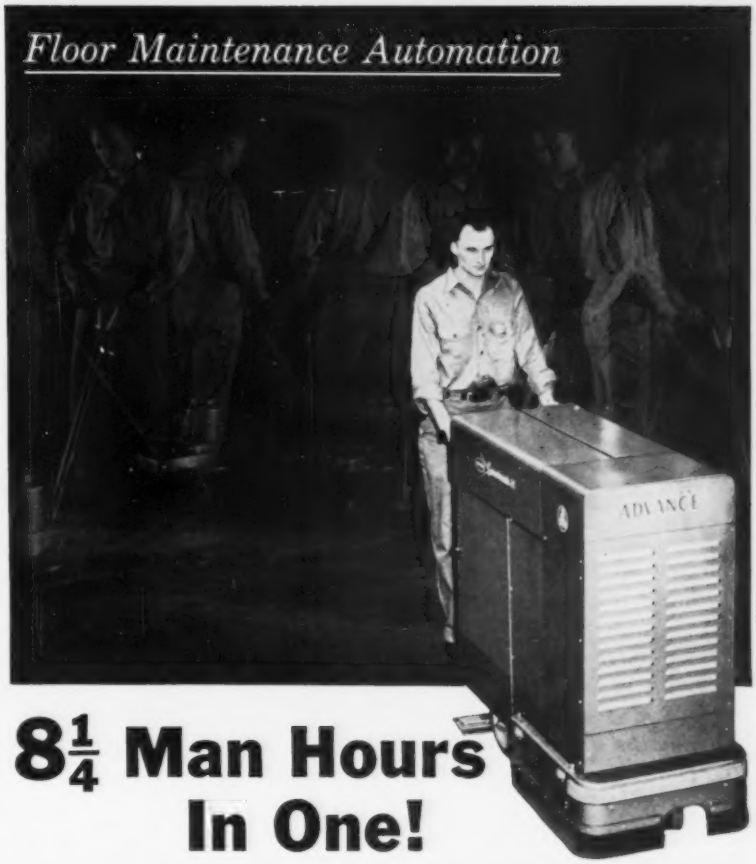
His specialty is holly, and Funk makes his own cuttings, roots them, and pots them out until they get big enough to transplant. He has holly around the house in all sizes, from the smallest cuttings to some that are 15 and 20 feet tall.

"There's a lot of good holly in the neighborhood," says Funk, who's given scores of plants away in order to make room for new ones.

Funk's hobbies are a vital part of his life. They provide him with a respite from the work he's been doing all day "simply because I have to concentrate on them so much that I forget my troubles." When he's finished a project, Funk gets satisfaction from having something to show for his work—"something to hold in my hand."

OV-284

Floor Maintenance Automation



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Here's a one-man floor cleaning gang that operates at a finger's touch. In one pass it lays solution, scrubs, vacuums and dries. Or, also in one pass, it dry-polishes and vacuums. Goes forward or back—from slowest walk to a near trot. It turns on a dime . . . operates on pennies . . . and saves dollars and dollars of costly labor. Call or write for full details today!

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- Double-bladed suction squeegee dries floors 50% faster.
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- Choice of 12 or 16 gal. recovery tank.
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Why walk when you can ride? Optional sulky attachment takes the fatigue out of floor care . . . increases efficiency and output.

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Yes, I'd like full details on the Convertamatic. I understand there is no obligation.

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Headspins of a Pedagog

Headspins of a Pedagog is a small book of poetry published by high school English teacher, Jacob C. Solovay. The author has previously been published by *The Saturday Review, Cosmopolitan* and others. If you enjoy the following samples as much as we do, you may obtain the book, for $2.50, by writing the author at Fort Hamilton High School, Brooklyn 9, New York.

Words on the (Wrong) Side

He disapproved of parentheses.
—Boswell of Johnson

The Doctor wrote (it's known) with ease,
But did not like parentheses.

Though often over-alphabetical,
He wrote in prose (un)parenthetical.

To him, the classics were not alien;
His words were "sesqui" (and) "pedalian."

His mind was sharp, he never bored you;
But (Bozzy) how he often gored you!

His arches carried lots of freight;
His language (also) carried weight.

And when (in temper) he refused you,
He most emphatically bruised you.

In short, the Monarch did not please
To squeeze (you) with parentheses.

And (I may add) he did not heed them
Because he really did not need them.

He had enough of strength and art
To crush you (easily) apart.

By then, you were (without elation)
Unfit for any punctuation.

Base Thought

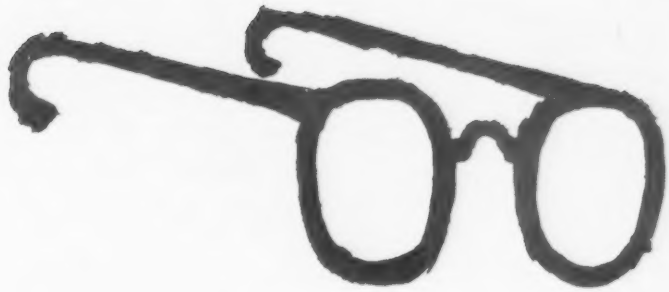
Kids burn their canisters
Sliding on banisters.

Cup of Sorrow

I labor long with every word,
I bravely toil and spin;
I sternly shun the phrase absurd,
And sift the gold from tin.
I beat my head
With fearsome dread,
To urge the Goddess in.

I look to heaven for a sign,
I look to Beauty bright;
I polish every ragged line,
And every figure trite.
I pen with pain—
O not in vain!—
When soulfully I write.

Protectively I seal my art,
With trembling lower lip;
And with a hopeful, hovering heart,
I launch my little ship.
I watch it roam,
And bring me home
A firm rejection slip.



Double Exposure

SNAPSHOTS OF MY STUDENTS

Truant

You do not scorn the golden rule—
To keep your distance fare from school.
I understand your aberration:
We both are victims of vacation.

Mischievous One

The impish gleam within his eyes
Belies the angel in his face.
Virtue is but a poor disguise
For those who lack the proper size,
And hard to keep in place.

* * *

The Short-Changed One

Nature, in a moment dense,
Curbed this lad's intelligence;
Rueing, then, her foolish part,
Blessed him with a golden heart.

* * *

Genius

Beyond the smudged and inky papers,
Beyond the fidgets and the capers,
I see the poised and placid Sir,
And me his humble worshiper.

SNAPSHOTS OF MY COLLEAGUES

The Stern One

Her face is passive, firm, and straight,
And free of laughter's wrinkle;
But if her eyes you penetrate,
Behold, the secret twinkle!

* * *

Humorist

So full of smiles, so full of wit,
So full of jests uncounterfeit.
He teaches well who has the art,
But best who adds the laughing heart.

* * *

Martinet

Being chilling-strict and rigid
Makes her classroom polar frigid.
How can pupils warm to light,
With a teacher frozen tight?

The Conscientious One

Always striving to the letter,
Always striving to be better—
O how good to have a beacon
As we daily weak and weaken!

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If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card and mail it to us.

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408 Giantview Television Network Handbook on Closed Circuit TV

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February, 1960

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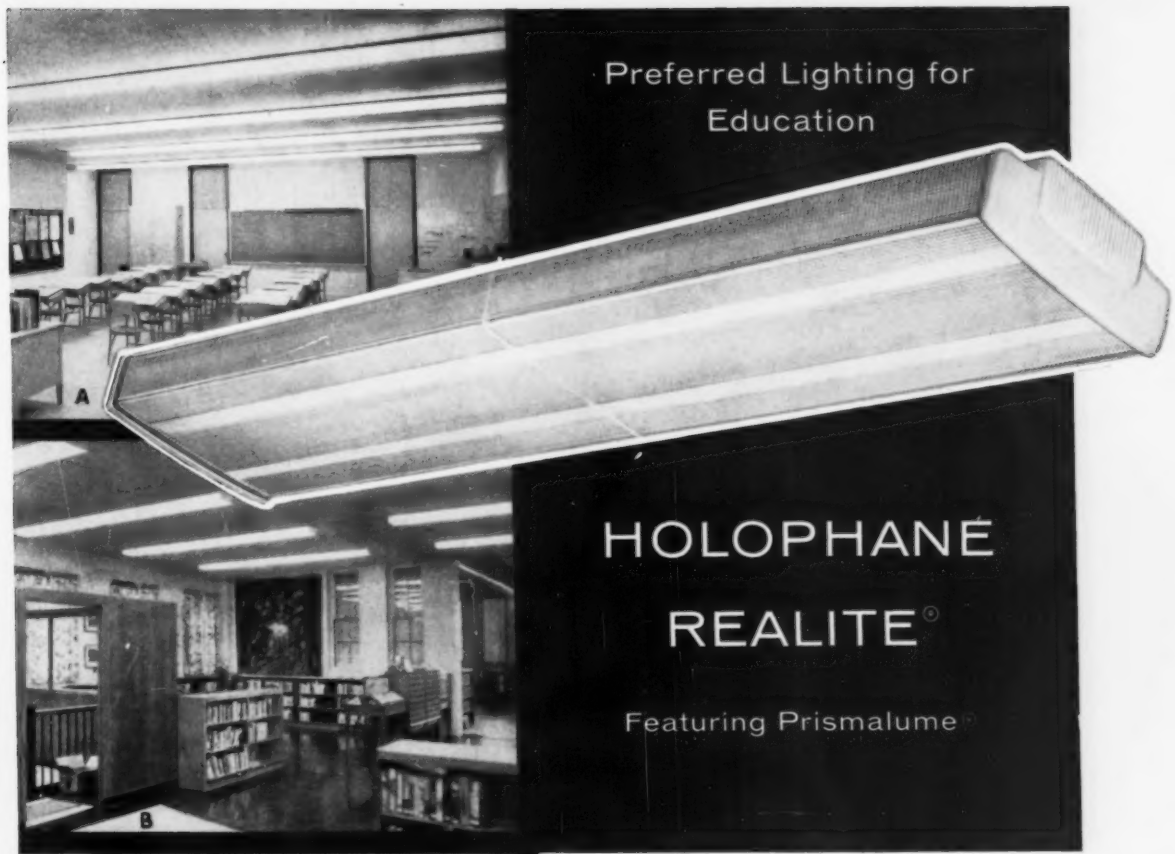

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buy safety playground equipment

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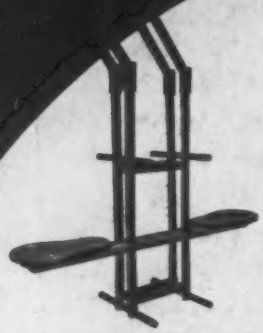
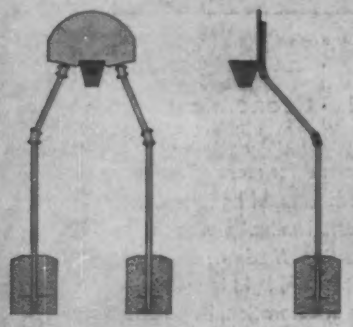
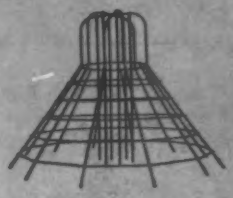
The same standards also apply to the complete line of quality outdoor equipment including such items as: Horizontal Ladders, Sand Boxes, See-Saws, Swing Gates, Slides, Basketball Backstops and Goals, Bicycle Racks, Portable Platforms, Park Benches, Picnic Tables, Tennis and Volleyball Posts.



KIDDIE GLIDER COMBINATION This four way combination features the self-propulsion Kiddie Glider. All moving parts are 24" from seat level, eliminating head bumping and pinched legs. Kiddie Gliders can be assembled with various swing units to meet any particular playground equipment requirement. Illustrated here are the Standard Swing, the Kindergarten Swing, and the Hobby Horse Swing.
Support pipes are 1⅞" o.d. galvanized steel pipe and cross bar is of 2⅜" o.d. galvanized steel pipe. Gliders are suspended by four ⅜" x 1½" steel bars. **Model B-001 Combination**

HOBBY HORSE SWING Cast aluminum head, hardwood seat, steel tubing frame—Horse available on any frame.

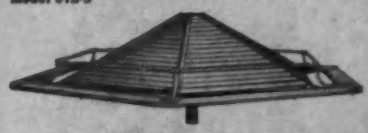




CLIMB-A-ROUND Designed for climbing, swinging, chinning, and sliding. A safe tip-proof conical series of climbing rungs provides diversified play for as many as 25 to 85 children (depending on size of unit). Requires little ground space, needs no concrete footings, and is easily assembled. Climb-A-Round offered in five sizes, all constructed with heavy galvanized steel tubing—all corners and joints rounded.

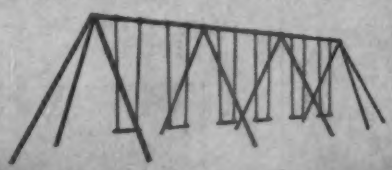
SPACE SAVER SLIDE Designed to give safe fun in ¼ of the ground space required by standard slides. All metal (bright color over galvanized iron) construction with stainless steel bedway. Two lengths offered—8' and 12'. Dual safety rails at 14" and 28" surround top platform.

Depth of slide chute ..... 8"
Ladder steps (non-slip perforated) ..... 12 gauge steel
Model S12-S



REGULATION OFFSET BASKETBALL BACKSTOP The safest design available in outdoor backstops. Support posts are off the play area, 2½ feet behind the backboard 6 feet apart. All steel construction, certified malleabe iron fittings. This backstop offers an exclusive set screw arrangement to eliminate backboard adjustment problems, makes it easy to keep backboard perfectly vertical at all times. Also fan and rectangle backstops—single and double post. **Model BB-15-OP**

HEAVY DUTY SWING Special rugged design with the highest safety standard of any comparable swing unit manufactured. Triangular end pipes plus a double set of interior pipe supports puts this model in a quality class that sets the pace in playground equipment design.
Heavy Duty Swing offered in 2, 4, 6, and 8 swing units. Interlocking knob construction gives rigid assembly on all fittings. Swing seat hangs 18" from ground.
Frame (galvanized steel pipe)—top pipe—2⅜" o.d.
support pipe—1⅞" o.d.
Model C-400



EXTRA HEAVY DUTY MERRY-GO-ROUND
Highest quality materials combined with traditionally superior Burke construction make this model the leader of any merry-go-round manufactured. 4½" o.d. galvanized steel pipe support and the finest select hardwood are assembled into a rugged lifetime service unit of playground fun.
Merry-Go-Rounds offered in 6', 10', 12', and 14' diameters with open face or enclosed center section.
Model M3-E

J. E. BURKE COMPANY, Fond du Lac, Wisconsin; New Brunswick, New Jersey. Write for your complete playground planning and specification file. P.O. Box 986, Dept. V, New Brunswick, New Jersey • P.O. Box 549, Dept. V, Fond du Lac, Wisconsin